

The Columbus Academy

UPPER SCHOOL 2018-2019



Course Description Guide for Grades 9 - 12

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Upper School Curriculum Overview

The academic program of Columbus Academy's Upper School seeks to have students embark on their own personal "Quest of the Best" in a manner that emphasizes respect, responsibility, integrity and places a high value on the application of multiple perspective-taking.

The school's college preparatory curriculum requires that students take courses in English, mathematics, science, world languages, social studies, and the arts and maintain a minimum course load of five core classes at all times. Additionally, students must complete a course in health, Ethics and Community, and public speaking in order to meet graduation requirements. Completed in junior year, the public speaking component is seen as a right-of-passage to many Columbus Academy students, as they spend roughly three weeks in focused preparation for delivering a speech to the entire Upper School.

Through myriad experiences both in and out of the physical classroom, students are taught to problem solve, collaborate, think critically, write effectively and speak honestly and thoughtfully. Teachers and advisors develop into mentors, and when combined with parental support, endeavor to nurture the whole student.

Building on skills and habits emphasized and practiced in middle school, upper school students are encouraged to further develop an ability to advocate for their own learning, organize and manage a multi-layered schedule of academic, athletic, service and social responsibilities, and stretch the levels of their intellectual curiosity.

Columbus Academy aspires to graduate young men and women who desire to be life-long learners that recognize the importance of an examined life, individual responsibility, and a duty to others.

Mission Statement

The Columbus Academy - an independent, coeducational, college preparatory school - enriches its academic tradition of excellence by valuing a broad diversity of students, as it seeks to develop the complete person - mind, body and character. The School rewards rigorous effort and accomplishment; fosters compassion, respect and moral courage; and insists on integrity, fair play, and community service. The Academy strives to develop and sustain a community of thoughtful, responsible, capable and confident citizens eager to engage in a pluralistic and ever-changing world.

Diversity Statement

Columbus Academy believes that diversity, inclusion, equity and justice are essential to the excellence of our community, culture and curriculum. We recognize that the pursuit of this excellence requires thoughtful, deliberate and sustained action and that this effort is critical to our educational mission.

Community: We value diversity in all of its dimensions including but not limited to gender, race, ethnicity, religion, sexual orientation, physical abilities, family composition and socio-economic status.

We seek to reflect multiple perspectives, backgrounds and interests in all facets of our community. We recognize that students who are exposed to and embrace diversity are better prepared to engage in a pluralistic world.

Culture and Climate: We strive to be an inclusive community in which each individual feels safe, respected and valued. In building a community that values similarities and differences among its constituents, we seek to embody in our actions and in our relations with one another the principles of equity and justice as well as Columbus Academy's core values of honesty, respect, compassion, responsibility and fairness.

Curriculum: We believe that exposure to multiple – and even sometimes competing – points of view best equips students to explore, understand and apply complex concepts, building the basis for a rigorous education. By weaving diversity into the fabric of our curriculum, we equip our students with the interpersonal and critical thinking skills that are essential to success in the complex, multicultural world in which we live.

Columbus Academy adheres to the National Association of Independent Schools (NAIS) Principles of Good Practice for Equity and Justice.

Non-Discrimination Policy

Columbus Academy encourages and welcomes applications from students without regard to race, creed, sexual orientation, religion or national origin and does not discriminate in the administration of its educational policies, financial aid programs and school-administered extracurricular programs.

GRADUATION REQUIREMENTS

Twenty credits are required to graduate. The following credits are part of the graduation total:

- 4.....credits of English
- 4.....credits of Mathematics (including Algebra 2)
- 3.....credits of a single World Language or two credits of two World Languages
- 3.....credits of History: World History, World History 2 (or Honors World History 2), and United States History/Honors United States History
- 3.....credits of Science: Biology, Chemistry and Physics
- 1.....credit of study in the Fine Arts or Performing Arts

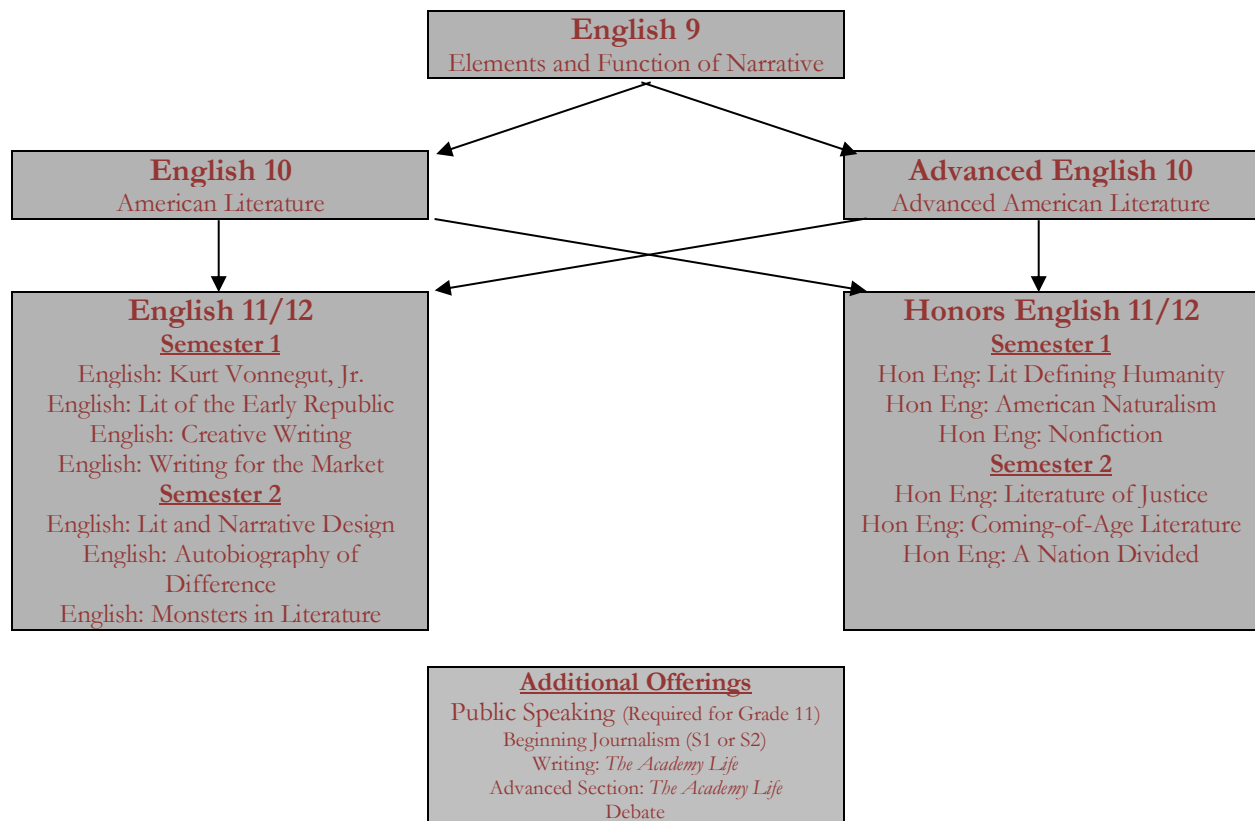
All students must take a minimum of 5 credits in core courses per year.

In addition to the graduation requirements outlined above, students must satisfactorily complete the following in order to receive an Academy diploma: Ethics and Community, Health, 6 units of Physical Education, the Junior Speech, the Senior Project, Summer Reading Requirements, and the Community Service Requirement (50 hours). All full credit courses taken in the senior year must receive a passing grade.

ENGLISH DEPARTMENT (4 Credits Required)

The upper-school English program upholds the school’s academic tradition of excellence and rewards rigorous effort and accomplishment by providing appropriate academic challenges to the school’s full range of students: we develop a solid base of language skills (reading, thinking, speaking, writing) in English 9 and build on that base in standard-, advanced-, and honors-level courses in grades 10-12. The texts that we read offer opportunities for our students to view the world from a diverse range of perspectives; discussing and thinking critically about those texts allow students to engage many variations of the human condition—the intellectual, ethical, moral, emotional, and economic issues raised by texts produced across a wide range of geography and time; writing about those texts allows students to articulate with precision some of the products of that engagement. Ideally, active and thoughtful engagement with texts (and each other) can provide ethical models, can encourage empathy and compassion, and can help young people locate themselves in a wider world.

ENGLISH DEPARTMENT FLOW CHART



English 9-12 Reading Overview

Students will be expected to meet the NCTE Standard for reading:

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw from prior experience, their interactions with other readers and writers, their knowledge of word meaning and other texts, and their understanding of textual features. Students apply knowledge of language structure, media techniques, figurative language, and genre to create, critique, gather and synthesize information.

Skills learned at the middle-school level will be reinforced and expanded upon in grades 9-12. Advanced and Honors students will read both more difficult and a greater number of texts and demonstrate greater competence in comprehension and interpretation.

Reading Objectives

Students will analyze and evaluate elements of written texts. Specifically, students will be able to:

- identify the historical, social and cultural context of the setting and explore its significance.
- explain how voice and narrator affect the characterization, plot and credibility.
- analyze variations of recurring themes within and among texts.
- analyze the relationship between texts and their historical contexts.
- analyze the relationship between form and content, demonstrating an awareness of how formal choices shape argument and effects on readers.
- analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax, and word choice that authors use to accomplish their purpose and reach their intended audience.
- analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language, irony, tone, diction, imagery and symbolism), citing specific examples from the text to support analysis.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues, and soliloquies.
- examine an author's implicit and explicit philosophical assumptions and beliefs about a particular topic.

ENGLISH 9: Elements and Function of Narrative (Full Year, 1 Credit) **ENG9**

The ninth-grade year focuses on stories from around the world. Students will be exposed to short stories, novels, poetry, and drama. Students will be asked to demonstrate their comprehension by describing and discussing the elements of literature (i.e. setting, plot, and character), analyzing the author's use of language (i.e. figurative language), comparing and contrasting styles, inferring theme

and meaning and responding to texts in critical and meaningful ways. Students will write narrative, compare and contrast, descriptive, and informational forms with an emphasis on literary analysis. Formal, informal, and timed writings will be assigned in response to literature and to writing prompts. Within the writings, students will draw conclusions, collect evidence to support their conclusions, evaluate their evidence, and articulate the relationship between their evidence and their conclusions. Vocabulary, grammar, reading, and visual literacy skills will be correlated with the study of literature and in preparation for standardized testing.

Writing Objectives: At the ninth-grade level, students will write essays in a variety of forms, including argument and literary analysis. Skills introduced at this level, as well as those that were introduced in middle school, will be reinforced and expanded on throughout the CA English curriculum. Students will develop as writers by participating in a process for writing including prewriting, organizing, composing, revising, editing, and when possible or appropriate, publishing. Students will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Throughout the year, students will

- employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- use writing as a medium for thought in both timed and untimed contexts.
- write responses to literature that extend beyond summary by organizing insightful interpretation around several clear ideas, premises or images
- support judgments with specific references to the original text, other texts, authors, and to prior knowledge and correctly cite and effectively incorporate that evidence into their arguments.

ENGLISH 10: American Literature (Full Year, 1 Credit) ENG10

Through a study of American literary history, students will explore the development of a national literature as it shapes and is shaped by the culture from which it arises. The class will include the rich variety of texts that have formed American literature since its origins in the texts of European contact up until the contemporary literary spheres. Readings will be drawn from a number of literary traditions and a variety of genres, including non-fiction, fiction, poetry, and drama. Building upon the critical analysis skills introduced in English 9, formal, informal, and timed writings will be assigned in response to literature and to writing prompts, as well as in the vocabulary units. Students will also develop effective skills in the research, organization, writing, and presentation of speeches.

Writing Objectives: At the tenth-grade level, students will write essays in a variety of forms including argument, comparison and contrast, and literary analysis. Along with new skills, those introduced in previous years will be reinforced and expanded on. Students will continue to develop as writers by participating in a process for writing including prewriting, organizing, composing, revising, editing, and when possible or appropriate, publishing. Students will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. While the general writing objectives for Regular and Advanced classes are similar, it is expected that Advanced students will demonstrate a greater degree of mastery and sophistication in skills and understanding, particularly in the realm of rhetoric. Areas of consideration include sophistication of syntax and diction, thorough development of ideas, appropriateness of support, precise relationship between claims and evidence, and effective organization to advance the particular argument.

Throughout the year, students will

- employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- use writing as a medium for thought in both timed and untimed contexts.
- write responses to literature that extend beyond summary by organizing insightful interpretation around several clear ideas, premises or images
- support judgments with specific references to the original text, other texts, authors, and to prior knowledge and correctly cite and effectively incorporate that evidence into their arguments.

ADVANCED ENGLISH 10: American Literature (Full Year, 1 Credit) **AENG10**

Like English 10, Advanced English focuses on a study of American literary history. Students will explore the development of a national literature as it shapes and is shaped by the culture from which it arises. The class will include the rich variety of texts - some more challenging than in English 10 - that have formed American literature since its origins in the texts of European contact up until the contemporary literary spheres. Readings will be drawn from a number of literary traditions and a variety of genres, including non-fiction, fiction, poetry, and drama. The course emphasizes close reading skills as a foundation for analysis and seeks to deepen critical thinking skills in relation to the readings while encouraging an understanding of how those skills can be applied to the texts we encounter daily. Formal, informal, and timed writings will be assigned in response to literature and to writing prompts, as well as in the vocabulary units. Students will also develop effective skills in the research, organization, writing, and presentation of speeches.

Prerequisite: A final grade of A- or higher in English 9 and faculty recommendation

Writing Objectives: At the tenth-grade level, students will write essays in a variety of forms including argument, comparison and contrast, and literary analysis. Along with new skills, those introduced in previous years will be reinforced and expanded on. Students will continue to develop as writers by participating in a process for writing including prewriting, organizing, composing, revising, editing, and when possible or appropriate, publishing. Students will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. While the general writing objectives for Regular and Advanced classes are similar, it is expected that Advanced students will demonstrate a greater degree of mastery and sophistication in skills and understanding, particularly in the realm of rhetoric. Areas of consideration include sophistication of syntax and diction, thorough development of ideas, appropriateness of support, precise relationship between claims and evidence, and effective organization to advance the particular argument.

Throughout the year, students will

- employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- use writing as a medium for thought in both timed and untimed contexts.
- write responses to literature that extend beyond summary by organizing insightful interpretation around several clear ideas, premises or images
- support judgments with specific references to the original text, other texts, authors, and to prior knowledge and correctly cite and effectively incorporate that evidence into their arguments.

English 11/12

In Grades 11 and 12, students have a choice of semester courses at the standard or honors level. These courses are generally either single-author or thematic in nature; ideally, each year both levels of courses offer a mix of canonical and less-traditional subjects. Honors classes prepare for the AP English Literature and AP English Language tests in alternate years—Literature in even-numbered years, Language in odd-numbered years. In all courses, students examine both the formal qualities of literary texts and how those texts are influenced by their context. They examine how ethics and morality guide characters and how these texts explore ethical questions. A major goal of these courses is to learn to read significant works of literature critically, with enjoyment, and with an appreciation of their form, content and context.

Another goal of the courses is to develop students' skills as writers. To that end, students write a number of informal, in-class writing assignments and Moodle forum entries, as well as longer expository and interpretive formal essays and creative pieces. These writing assignments require students to communicate the fruits of their interpretive labor, while developing skills that they will use for the rest of their academic and professional lives. Work in *Vocabulary from Classical Roots: Volume E* builds students' working vocabularies and help prepare students for standardized tests.

Honors course prerequisite: Final grade of at least A- in Standard English 10 or Standard English 11/12; or a final grade of B in an Advanced English 10 or Honors English 11/12; and faculty recommendation

ENGLISH: CREATIVE WRITING (Semester 1, 1/2 Credit) **ENGCREAT**

This course is designed for beginning writers who want to explore their talents in poetry, creative non-fiction, and fiction writing. We will learn the basic craft elements of creative writing while also reading and analyzing works by numerous accomplished writers. You'll produce your own creative works that you will share with others in workshops designed for you to give and receive constructive criticism. The whole process is designed to provide us with an appreciation for the artist and his or her craft and to help you develop the skill and technique that creative writing demands. Students will be required to write and revise numerous pieces of creative writing and critical writing throughout the semester with the primary goal of seeking out your own creative voice and interests through a committed exploration of your words and the words of others. Potential texts include *Creative Writing Four Genres in Brief* by David Starkey, *I am the Jukebox* by Sandra Beasley, and *St. Lucy's Home for Girls Raised by Wolves* by Karen Russell.

ENGLISH: KURT VONNEGUT, JR. (Semester 1, 1/2 Credit) **ENGVONGT**

Much can be gained through a close look at a single author, and Kurt Vonnegut is a worthy candidate. With a fifty-year career producing plays, essays, short stories, and fourteen novels, Vonnegut explored the politics and moral state of the United State with his accessible but complex mix of fantasy, realism, satire, drama, and commentary. This course will consist of study, analysis, discussion, and writing about Vonnegut's works, including *Cat's Cradle* and texts selected by the students.

ENGLISH: LITERATURE OF THE EARLY REPUBLIC (Semester 1, 1/2 Credit)

ENGREPUB

In the first 50 years after independence, America was keenly interested in developing its own literature that reflected the geographic, economic, and social reality of the new republic. The stories, novels and poems worked to define what it meant to be “American” and to establish a social and moral order that could adapted to a new nation. In so doing, the American Hero was often cast as a self- made, physically imposing outdoorsman who could solve the problems peculiar to America. However, many female authors sought to expand the definition of “American’ to include not only themselves but also Native and African Americans. This had to be done carefully and without arousing too much opposition in a culture that was hyper-sensitive to challenges to the gender or racial hierarchy. Possible texts include *Last of the Mobicans* by James Fennimore Cooper, *Hobomok* by Lydia Child, and *Hope Leslie* by Catharine Sedgwick.

ENGLISH: WRITING FOR THE MARKET (Semester 1, 1/2 Credit) **ENGMARKT**

Students will research present, real-world business problems. Creative problem solving, critical thinking, public speaking, researching, writing, and revising will be key aspects of this interactive class. This class will have a team-based structure. Students will work with three or four classmates and the strength of the team will rely heavily on each student’s ability to work independently while working with and for the team. Collaborating with local entrepreneurs, students will have opportunities to tackle the challenges business owners face. Possible texts include *David and Goliath* by Malcolm Gladwell, *Mindset* by Carol Dweck, and *How to Change the World* by David Bornstein.

ENGLISH: AUTOBIOGRAPHY OF DIFFERENCE (Semester 2, 1/2 Credit) **ENGDIFF**

In academia, teachers often seek to question the dominant narrative that exists in their subject. Historians seek to provide a more diverse story of the past by including underrepresented voices and teachers of literature seek authors who are not in the canon. But what if your own life is underrepresented? What if your life is not reflected in the stories that are told? This course would study the autobiographies of individuals whose lives question the dominant narratives of race, gender, and normality itself. Possible Texts include *Black Boy* by Richard Wright, *She’s Not There* by Jennifer Finney Boylan, and *Thinking in Pictures* by Temple Grandin.

ENGLISH: LITERATURE AND NARRATIVE DESIGN (Semester 2, 1/2 Credit)

ENGDSGN

The teaching of the graphic novel adds a layer of complexity to analysis, as students grapple not only with language, content, and theme, but also with the added complexity of graphic design. This course will begin with *Understanding Comics*, a renowned history and analysis of the form, itself written in the graphic format. Text studied will include *Watchmen* by Alan Moore and exemplary selections of graphic memoir as chosen by the students.

ENGLISH: MONSTERS IN LITERATURE (Semester 2, 1/2 Credit) **ENGMNSTR**

“Howling ghosts they reappear . . . creatures lurk below the deck” - Of Monsters and Men

Whether bumps in the night or a creature hiding under the bed, monsters frighten many as children. Depictions of monsters in literature and other popular media have varied throughout the years, ranging from Tennyson’s “The Kraken” to Michael Jackson’s “Thriller,” from the Jabberwocky to *The Walking Dead*, and from Tolkien’s Gollum to the Demogorgon in *Stranger Things*. This course will seek to explore the different facets of monsters and what qualifies one to be considered a monster. Since monsters are often the things that most scare us, real or imagined, a study of a society’s monsters is also necessarily a depiction of what that society fears, values, and shuns. Additionally, we will look at

how monsters relate to gender, race, and ableism. Be prepared to embrace the spooky, to face it, to stare at it, and to figure out what makes it tick - and what makes it so scary. Possible texts include *Beowulf*, *Grendel* by John Gardner, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *The Horla* by Guy de Maupassant, *The Legend of Sleepy Hollow* by Washington Irving, and relevant short stories, poems, and films.

HONORS ENGLISH: AMERICAN NATURALISM (Semester 1, 1/2 Credit)

HENGAMNT

In this course, we will consider our deep connections to the natural world and the consequences of dismissing our obligations as caretakers and observers. What gets in our way of connecting with the environment? How have others found solace in nature? Course texts will include dystopian fiction, environmentalists' journals, contemporary nonfiction, and selected poems. Possible texts include *Flight Behavior* by Barbara Kingsolver, *The Road* by Cormac McCarthy, and *On a Farther Shore: The Life and Legacy of Rachel Carson*, *Author of Silent Spring* by William Souder. Mindfulness, as a practice of connection, will also be a key component of the course. The class will regularly take place in outdoor spaces on campus, including the greenhouse, Crane Outdoor Learning Center, and walking paths. This course will help prepare students for the English Language and Composition AP in the spring.

HONORS ENGLISH: LITERATURE DEFINING HUMANITY (Semester 1, 1/2 Credit)

HENGDHUM

What is it that makes us human? That is, what distinguishes us from other animals, or from robots or computers? This course will explore this question in some depth, examining proposed answers to this question across times and cultures. While we may not come to a definitive answer to this question, we are likely to end up with a greater appreciation for our shared place in the larger scheme of things. This course will also prepare students for the English Language and Composition AP in the spring. Possible texts include *Gulliver's Travels* Book 4: "Voyage to the Land of the Houyhnhnms" by Jonathan Swift, *Frankenstein* by Mary Shelley, *Blindsight* by Peter Watts, and a collection of shorter pieces.

HONORS ENGLISH: NONFICTION (Semester 1, 1/2 Credit) **HENGNONF**

Authors typically draw upon personal experience as a source for the foundation of their fiction. The infusion of personal and/or historical experience into prose fiction has transformed the genre of the novel. At times, our definition of "nonfiction" is a blurred line between fiction and nonfiction. We will focus on the characteristics of fiction, nonfiction, biography and autobiography, and creative nonfiction. Discussions will revolve around objectivity, subjectivity, and using personal experience to shape fiction and nonfiction narratives. With an emphasis on nonfiction and rhetoric, this course will help prepare students for the English Language and Composition AP in the spring. Possible texts include *In Cold Blood* by Truman Capote, *A Long Way Gone* by Ishmael Beah, *Midnight in the Garden of Good and Evil* by John Berendt, *Seabiscuit* by Laura Hillenbrand and *A Room of One's Own* by Virginia Woolf.

HONORS ENGLISH: COMING-OF-AGE LITERATURE (Semester 2, 1/2 Credit)

HENGAGE

The coming-of-age story presents a child's transition to adulthood. Attempts to document this passage are as varied as individuals' experiences. This course will identify the genre's common themes while considering the role of historical and cultural context. We will consider literary and nonfiction depictions, as well as film representations of coming of age. This course will help prepare students for the English Language and Composition AP in the spring. The required anthology is *Coming of Age*

Around the World: A Multicultural Anthology edited by Faith Adiele. Additional texts include *Their Eyes Were Watching God* by Zora Neale Hurston and *We the Animals* by Justin Torres.

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HONORS ENGLISH: LITERATURE OF JUSTICE (Semester 2, 1/2 Credit) **HENGJUST**

It has been observed that humans across times and cultures seem to share a fundamental sense of fairness and justice. When we are at our best, we call attention to injustice and try to correct it. In this course, we will read a number of important texts that address the stickiest issues of their times—and, ideally, develop our own language with which to address the injustices of our own time and place. This course, with its emphasis on nonfiction and rhetoric, will help prepare for the English Language and Composition AP in the spring. Possible texts include *The Rights of Man* by Thomas Paine, *A Vindication of the Rights of Woman* by Mary Wollstonecraft, *Civil Disobedience* by Henry David Thoreau, *A Narrative of the Life of Frederick Douglass* by Frederick Douglass, *The Souls of Black Folk* by E. B. Du Bois, *A Room of One's Own* by Virginia Woolf, and other representative pieces.

HONORS ENGLISH: A NATION DIVIDED (Semester 2, 1/2 Credit) **HENGNDIV**

What happens when a nation is divided? Recent and frequent headlines suggest that we are more compartmentalized now than ever. Is that true? The Civil War and The Vietnam War are two examples of wars that divided citizens. What, besides war, can divide a country? What happens within and to a divided country? How do individuals work to build community, consensus, and understanding during these times? This class, built off a Global Online Academy class titled *Do Monuments Matter?* will explore current and historical situations, specifically looking at post WWII Germany. This course will help prepare students for the English Language and Composition AP in the spring. Possible texts include *Killer Angels* by Michael Shaara, *All the Light You Cannot See* by Anthony Doerr, and *In the Garden of Beasts: Love and Terror, and an American Family in Hitler's Berlin* by Erik Larson.

BEGINNING JOURNALISM (One Semester, 1/4 Credit) **JOURNAL**

This one-semester course is designed for students new to journalism. Beginning Journalism will cover drills in writing various articles for coverage on school news, local events, sports, technology, arts and entertainment, and opinion. Attendance and completed homework assignments account for the class's grade. The completion of this class is required in order to apply for a position on *The Academy Life*.

WRITING: The Academy Life (Full Year) **CALIFE**

This is not a journalism class. No grades will be assigned, but attendance is required. Returning students who wish to join the staff of *The Academy Life* will complete an application for the positions of section editors and staff writers. All "admitted" students will begin as contributing writers during the first quarter. Attendance (including punctuality to class) and publishable, factual articles submitted on the due dates will be required.

ADVANCED SECTION: *The Academy Life* (Full Year) ACALIFE

This is not a journalism class. No grades will be assigned, but attendance is required. This class is limited to co-editors, section editors, and managing editor. Depending on the consistency and quality of publishable articles from the returning students from the Writing section, those writers may be promoted to this team. Prerequisites include a strong experience in writing for the paper.

PUBLIC SPEAKING (One Semester, 1/4 Credit) PUB

Public Speaking, a required course for juniors, introduces students to various techniques of oral expression. Each student learns to overcome natural fears and speak with relative ease, clarity and organization. Enunciation, expression, eye contact, volume, poise, and the content of each presentation are evaluated. A formal speech, delivered to the Upper School and parents, fulfills a graduation requirement and upholds one of Columbus Academy's oldest traditions.

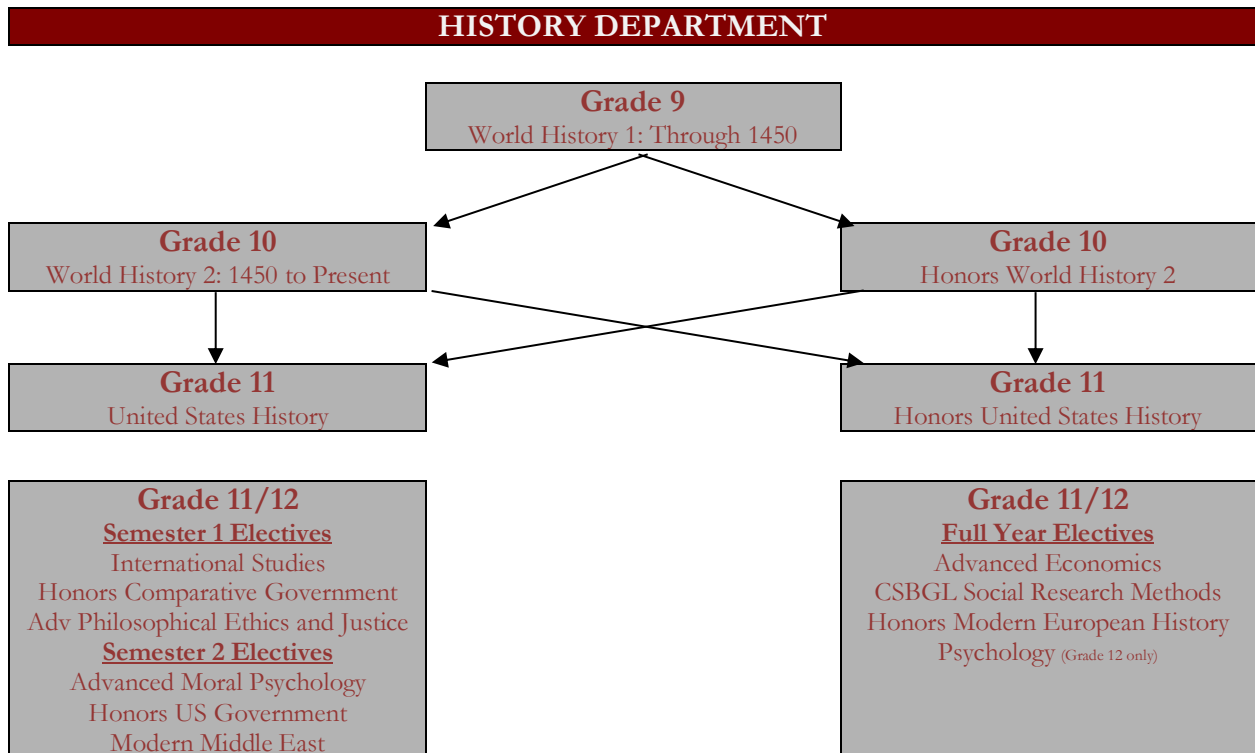
DEBATE (Full Year, 1/4 Credit) DEBATE

Grades are assigned for class attendance and a commitment to three debate tournaments. Tournaments generally take place from November through February. Columbus Academy competes in Public Forums only.

HISTORY DEPARTMENT

(3 Credits Required - 1 Each in World History 1, World History 2 or Honors World History 2, United States History or Honors United States History)

The mission of the Upper School History and Social Science Department is to prepare students to be thoughtful and actively engaged citizens in an increasingly complex and interconnected world. The department’s program is rooted in a foundation of world history and global issues, complemented by an examination of United States history and an array of electives in both history and social sciences. All of the department’s offerings provide a balance between skill development and content knowledge, and emphasize an active consideration of the rights and responsibilities of citizenship, both national and global, as well as an appreciation for the complexity and diversity of the human experience. In their journey through the progression of History and Social Science courses, students will develop and hone the ability to analyze evidence from a variety of sources, to think analytically and contextually, to understand a multitude of perspectives and historical interpretations, and to communicate effectively, both verbally and in writing. In the process, they will gain a deeper understanding of humans’ interactions with each other and with the environment; of the historical forces that have shaped the modern world; and of the local, national, and global communities in which they live. The goal of the History and Social Science program is to support the Columbus Academy’s broader mission of developing “thoughtful, responsible, capable and confident citizens eager to engage in a pluralistic and ever-changing world.”



WORLD HISTORY 1: Through 1450 (Full Year, 1 Credit) **WORLD1**

World History 1 is the first part of a two-year exploration of world history and cultures. The first year provides students with a foundation for further Upper School studies in the discipline through an examination of early world history and geography, along with opportunities to practice historical thinking skills through research, analysis, reading, and writing. The first semester begins with the study of human geography and contemporary global issues, as well as a “big picture” overview of world history. The second semester traces the origins of humans and human communities, and their political, economic, and social development up through the beginnings of the early modern period. Unlike a traditional survey of world history, this course places greater emphasis on global themes, processes, and connections among cultures, and between humans and the environment.

WORLD HISTORY 2: 1450 to Present (Full Year, 1 Credit) **WORLD2**

This course will continue to thematically examine the development of humans and complex societies, from the global convergence of the 15th century to the present day. The course will analyze the continuing development of increasingly sophisticated social, economic, and political systems. Interaction with the environment, the impact of technological innovation, and global interconnections are all recurring themes. It will also examine the roots of the major ideologies of the present, including democracy, socialism, capitalism, nationalism, imperialism, and globalism, in an attempt to understand and relate these forces to modern society.

HONORS WORLD HISTORY 2: 1450 to Present (Full Year, 1 Credit) **HWORLD2**

While the content is similar to World History 2, this course is a more rigorous approach and combines a thematic examination of modern global history with preparation for the Advanced Placement World History Examination in May. After beginning with a review of early world history, students will analyze the continuing development of increasingly sophisticated social, economic, and political systems from the global convergence of the 15th century to the present day. Interaction with the environment, the impact of technological innovation, and global interconnections are all recurring themes. The course will examine intellectual and cultural development from multiple perspectives, and will explore the roots of the major ideologies of the present, including democracy, capitalism, socialism, nationalism, imperialism, and globalism, in an attempt to understand and relate these forces to modern society.

Prerequisite: A final grade of A- in World History 1 and faculty recommendation

UNITED STATES HISTORY (Full Year, 1 Credit) **US**

This course is taught within a chronological framework, with special emphasis on themes such as American identity, the growth of democracy, civil rights and liberties, economic development, the environment, the impact of technology, cultural diversity, the individual and society, the influence of religion, and the U.S. role in world affairs. The course requires students to explore and evaluate divergent viewpoints, and examine various historical perspectives, including the arts, literature, and cultural artifacts of the time. The development of critical thinking and writing skills is emphasized, and the successful completion of a capstone research paper is a course requirement.

HONORS UNITED STATES HISTORY (Full Year, 1 Credit) **HUS**

The objectives of this rigorous course are to learn the history of the United States and to develop the skills to “think like a historian.” Critical and comparative thinking, self-awareness, and respect for opposing viewpoints are essential skills in understanding, maintaining, and supporting democracy. Students will develop a broad understanding of the United States’ social, political, economic, and cultural development; as well as its role in global history. Students will also build the skills of historical

thinking and writing, including understanding historical causation, patterns of continuity and change over time, and periodization; using comparison and contextualization; crafting a cogent historical argument using relevant historical evidence; and interpreting sources. To achieve these objectives, students will rely on extensive use of both primary and secondary sources. This course will prepare students for the Advanced Placement Examination in United States History.

Prerequisite: A final grade of A- in World History 2 or a B in Honors World History 2 and faculty recommendation

ADVANCED ECONOMICS (Full Year Elective, 1 Credit) **ECON**

Advanced Economics gives junior or senior history students a thorough understanding of the principles of economic systems. The course places particular emphasis on the study of national income and price determination, and develops the students' familiarity with economic performance measures, economic growth, and international economics. The course is designed to prepare students for the Advanced Placement Examination in Macroeconomics. Textbook readings, primary source readings, simulations, group projects, and individual problem-solving activities are used to build understanding. In addition, short papers on current topics and a presentation on a selected topic are required.

Prerequisite: A final grade of A- in World History 2 or a B in Honors World History 2, or a B- in United States History or in Honors United States History, or faculty recommendation

ADVANCED PHILOSOPHICAL ETHICS AND JUSTICE (Semester 1 Elective, 1/2 Credit) **APHIL**

In this course students will study the classical modes of normative ethical reasoning. Much time and attention will be given to the three leading schools of thinking: utilitarian, deontological, and virtue-based ethics. The laws and language of these ways of reasoning are widely used in public debates and around contentious social issues and economic policy, and clear links will be established where relevant. In addition, students will learn how these philosophies undergird competing visions for organizing society and the role of government in the lives of citizens. Finally, students will explore how the concept of justice is understood by each school of thought, and how that understanding might logically take root in culture and the minds of its citizens. *This course has NOT been approved for qualifying credits by the NCAA.*

Prerequisite: A final grade of A- in World History 2 or a B in Honors World History 2, or a B- in United States History or in Honors United States History, and faculty recommendation

ADVANCED MORAL PSYCHOLOGY (Semester 2 Elective, 1/2 Credit) **AMPSYCH**

Evolutionary theory has opened new doors to exploring our moral ideas and instincts. Once the exclusive domain of theologians and philosophers, moral ideas have been increasingly the subject of psychologists. This course will introduce students to the complex but rapidly growing study of moral psychology. This approach to understanding our moral lives does not depend on the existence of a moral deity, nor does it require that people be impartial or perfectly rational. Students will learn how the pressures of natural selection may have favored traits such as cooperation and empathy, which over time, may have emerged as human virtues of honesty, fairness, and compassion. While powerful in explaining where such virtues may have originated, moral psychology is far less useful as a guide to future actions. Students will end their studies in this course by grappling with the implications of this shortcoming. Is this a cause for despair, an excuse to grab for power, the proof of the necessity of human reason, or the basis for a leap of faith?

Prerequisite: A final grade of A- in World History 2 or a B in Honors World History 2, or a B- in United States History or in Honors United States History, and a faculty recommendation

CSBGL SOCIAL RESEARCH METHODS (Full Year Elective, Credit TBD) **CSBGL**

Academy has joined in partnership with The Center for the Study of Boys' and Girls' Lives (CSBGL), a consortium of independent schools based at the University of Pennsylvania Graduate School of Education. This partnership provides Columbus Academy students the opportunity to engage with UPenn graduate students and faculty in Youth Participatory Action Research (YPAR), a form of social research in which the researcher studies their own community for the purpose of improving it. Students enrolled in this course will choose, design, and lead research projects that aim to understand and support students' experiences at our school. In this course, students will learn how to craft a scientific research question, review scientific literature, design a project from start to finish, use quantitative and qualitative methods, analyze data, and write a final report. Students will also have the opportunity to present their research to the consortium at UPenn. This course will examine the modern histories of the following areas: Southern Africa, the Middle East, East Asia, and Latin America. Students will explore the multiple cultural footprints of each region, and seek to understand current issues in both local and global contexts. A goal of the course is developing students' cultural literacy. In a multidisciplinary way, we will examine a variety of aspects of culture, including language, literature, art and music, religion, identity, geography, political and economic systems, and cultural assimilation (or lack thereof). Students will draw primarily from text materials and their own research and will work frequently in groups to critically examine the many facets of these regions, their development, and their relations with others.

HONORS COMPARATIVE GOVERNMENT (Semester 1 Elective, 1/2 Credit) **HCGOV**

This one-semester honors course in Comparative Government and Politics introduces students to the fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of global settings. It aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political, social, and economic changes. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, students will apply these concepts through in-depth studies of specific countries and their governments (Great Britain, China, Russia, Iran, Nigeria, and Mexico). This course prepares students for the Advanced Placement Examination in Comparative Government.

Prerequisite: A final grade of A- in World History 2 or a B in Honors World History 2, or a B- in United States History or in Honors United States History, and faculty recommendation

HONORS MODERN EUROPEAN HISTORY (Full Year Elective, 1 Credit) **HMOD**

Honors Modern European History is a chronologically organized study of Western civilization from approximately 1300 CE to the present. It offers a comprehensive examination of the foundations of the western world, including religious beliefs, intellectual movements, and political and economic ideologies such as liberalism, democracy, industrialism, capitalism, socialism, and imperialism. Students will examine the themes of political, social, and cultural change in European history through multiple perspectives, and will also consider issues of historiography through the analysis of primary and secondary sources. This course helps students prepare to take the Advanced Placement Examination in May.

Prerequisite: A final grade of A- in World History 2 or a B in Honors World History 2, or a B- in United States History or in Honors United States History, and faculty recommendation

HONORS US GOVERNMENT AND POLITICS (Semester 2 Elective, 1/2 Credit) **HUSGOV**

This course is designed to survey the United States federal government and political systems. An examination of the philosophical underpinnings of the constitutional system is combined with the

historical development and current trends of the institutions and systems. Primary focus is placed on the national level, with a brief examination of local and state systems and how they function and interact within the federal system, as well as how their governments differ from the national government. Students are prepared to take the Advanced Placement U.S. Govt. Examination in May. **Prerequisite: A final grade of A- in World History 2 or a B in Honors World History 2, or a B- in United States History or Honors United States History, and a faculty recommendation**

INTERNATIONAL STUDIES (Semester 1 Elective, 1/2 Credit) **INTER**

This course will examine the modern histories of the following areas: Southern Africa, the Middle East, East Asia, and Latin America. Students will explore the multiple cultural footprints of each region, and seek to understand current issues in both local and global contexts. A goal of the course is developing students' cultural literacy. In a multidisciplinary way, we will examine a variety of aspects of culture, including: language, literature, art and music, religion, identity, geography, political and economic systems, and cultural assimilation (or lack thereof). Students will draw primarily from text materials and their own research and will work frequently in groups to critically examine the many facets of these regions, their development, and their relations with others.

MODERN MIDDLE EAST (Semester 2 Elective, 1/2 Credit) **MIDEAST**

The goal of this seminar-style course is to provide students with new channels of information to study the diverse aspects of the modern Middle East, resulting in a more nuanced understanding of a world region that is often defined in very severe and finite ways. Students will be asked to explore the cultures, politics, and recent histories of the Middle East through a number of media, including written sources, film, and music. We will discuss some or all of the following topics: the creation of the modern Middle East (and why it is called "the Middle East"); the role of Islam inside and outside of the region; U.S. foreign policy toward the Middle East; understanding the Palestine/Israel conflict through music; the non-Arab Middle East; and the interplay between resources, religion, and politics. Additional topics will be discussed based on the interests and input of the students.

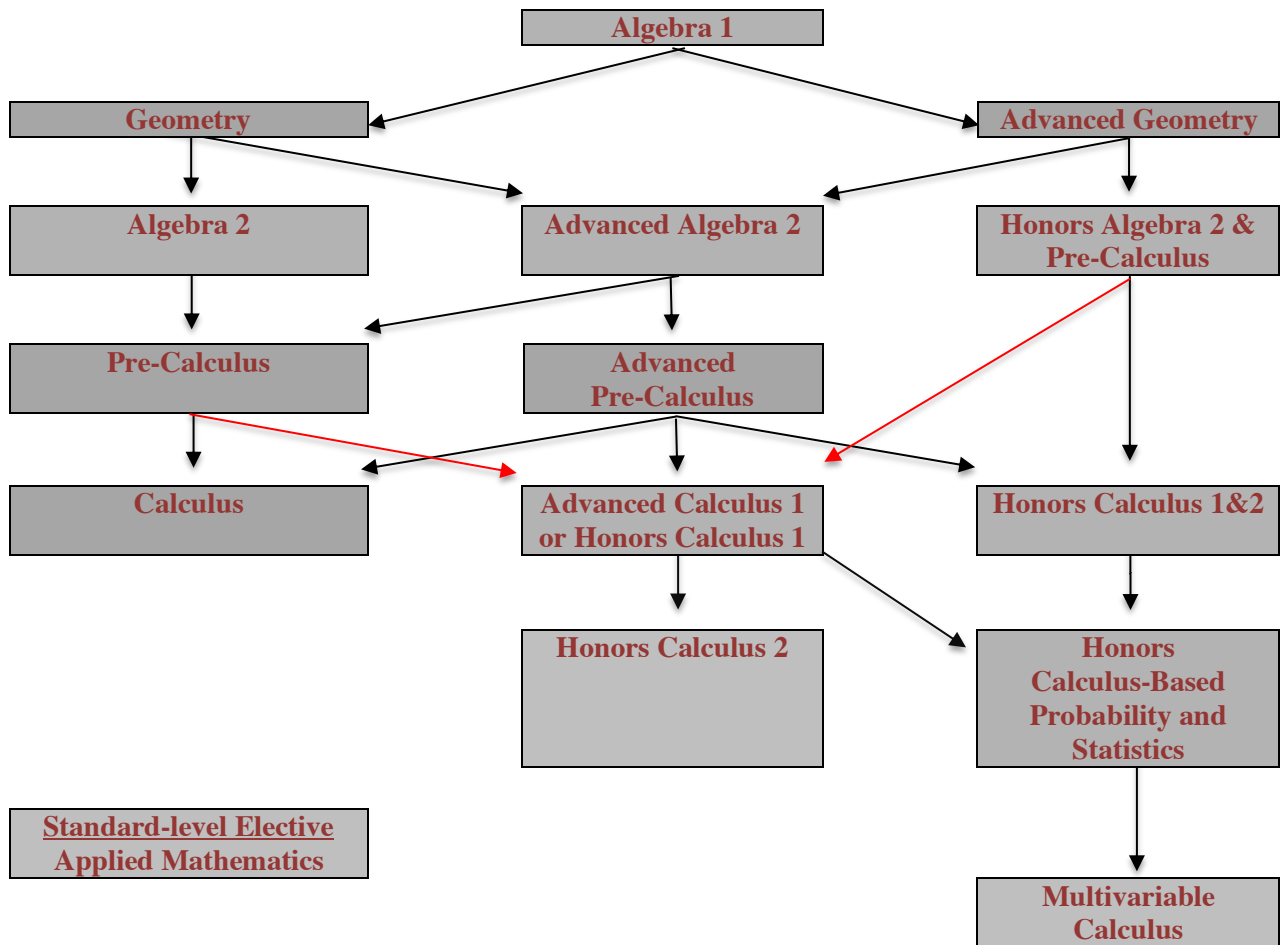
PSYCHOLOGY (Full Year Elective, 1 Credit) **PSYCH**

Psychology is a survey course which involves the study of behavior and mental processes. Most of the course will be spent learning about normal human behaviors and the techniques that psychologists use to research these behaviors. Topics discussed include research methods, the biology of behavior, sensation and perception, stress and adjustment, learning, memory, cognition, motivation and emotion, life-span development of behavior, personality, and gender and sexuality.

MATHEMATICS DEPARTMENT (4 Credits Required - Including Algebra 2)

In the Upper School mathematics program at Columbus Academy, students follow a traditional course sequence (Algebra 1, Geometry, Algebra 2, Precalculus, then Calculus). Standard, advanced, and honors pathways provide different levels of challenge to meet the learning needs, interests, and mathematical abilities of each student. In addition to the core math curriculum, students can take standard-level elective courses in Statistics, Social Choice & Decision Making, or Introduction to Computer Science and honors-level electives in Calculus-Based Probability and Statistics, Multivariable Calculus, and multiple Computer Science courses. Connecting to the Math Vision of Columbus Academy, all students in the Upper School will develop Problem Solving skills, Reasoning skills, and a Growth Mindset. To foster Problem Solving and Reasoning, all students will engage in rich, non-routine problems involving logic, visualization, representations, and modeling. These challenges will help to develop a mindset in which mistakes are valuable parts of the learning process and individual growth is a critical component of assessment.

MATHEMATICS DEPARTMENT FLOW CHART



ALGEBRA 1 (Full Year, 1 Credit) **ALG1**

In Algebra 1, students will learn about the language of mathematics, algebraic operations, simplifying expressions, solving equations, and graphing functions while exploring the concepts of linear equations and inequalities, systems of linear equations and inequalities, exponential operations and applications, polynomial operations, quadratic expressions and equations, and radical and rational expressions and equations. Throughout this course, students will represent, analyze, and model mathematical situations, communicate their mathematics effectively, and apply their knowledge of mathematical concepts to solve problems. Algebra 1 is an introduction to the fundamental concepts of algebra and its applications. This course is designed for students who have not yet taken Algebra 1 or who require greater mastery of the algebraic concepts introduced in middle-school Algebra 1.

Prerequisite: Pre-Algebra

GEOMETRY (Full Year, 1 Credit) **GEOM**

In standard-level Geometry, students will learn the concepts of Euclidean geometry and explore some elementary concepts of non-Euclidean geometry. Congruency and similarity will be studied within the context of triangles, quadrilaterals, and other polygons. New problem-solving skills are developed in solid geometry, right triangle trigonometry, and analytic and coordinate geometry. The curriculum is designed to incorporate deductive reasoning, algebraic manipulation, and technology, as students develop a greater understanding of proofs, logic, observation, measurement and description. Geometry provides the foundational concepts and thought processes required for Pre-Calculus, Calculus and standardized tests.

Prerequisite: Algebra 1

ADVANCED GEOMETRY (Full Year, 1 Credit) **AGEOM**

In Advanced Geometry, students will explore the concepts of Euclidean geometry, congruency and similarity within the context of triangles, quadrilaterals, polygons, and 3-D figures, surface area and volume, basic trigonometry, coordinate geometry, and other advanced geometric topics. The curriculum is designed to incorporate deductive reasoning, algebraic manipulation, and technology, as students develop a greater understanding of proofs, logic, observation, measurement and description. Geometry provides the foundational concepts and thought processes required for Pre-Calculus, Calculus and standardized tests. Throughout this course, there is an emphasis on problem solving, proof, communication, and effective use of technology. This advanced course is designed for students who enjoy mathematics, seek a greater level of challenge, and accept the responsibility that accompanies an advanced mathematics course.

Required Materials: TI-Nspire CAS CX calculator

Prerequisite: Algebra 1 AND permission of the department

ALGEBRA 2 (Full Year, 1 Credit) **ALG2**

In standard-level Algebra 2, students will review the concepts introduced in Algebra 1 and deepen their understanding of algebraic operations, simplifying expressions, solving equations, and graphing functions while exploring linear functions and systems, quadratic functions, radical functions, rational expressions and equations, exponential functions, logarithmic functions, conic sections, and basic statistics. Throughout this course, there is an emphasis on processes, communication of mathematics, and effective use of technology. Upon successful completion of this course, students have learned the core concepts required for the SAT exam and are prepared to take Precalculus.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Algebra 1 and Geometry

ADVANCED ALGEBRA 2 (Full Year, 1 Credit) **AALG2**

In advanced-level Algebra 2, students also review the concepts introduced in Algebra 1 and deepen their understanding of algebraic operations, simplifying expressions, solving equations, and graphing functions while exploring linear functions and systems, quadratic functions, radical functions, rational expressions and equations, exponential functions, logarithmic functions, conic sections, and basic statistics. This advanced course is designed for students who enjoy mathematics, seek a greater level of challenge, and accept the responsibility that accompanies an advanced mathematics course. Throughout this course, there is an emphasis on problem solving, communication of mathematics, and effective use of technology. Upon successful completion of this course, students have learned the core concepts required for the SAT exam and are prepared to take Advanced Precalculus.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Algebra 1, Geometry, AND permission of the department

HONORS ALGEBRA 2 & PRECALCULUS (Full Year, 1 Credit) **HPC**

Honors Algebra 2 and Precalculus combines the topics of two math courses in one school year. Students will deepen their understanding of algebraic operations, simplifying expressions, solving equations, and graphing functions while exploring linear functions and systems, quadratic functions, radical functions, exponential functions, logarithmic functions, and conic sections. In the Precalculus section of the course, students will study polynomial functions, rational functions, right triangle and unit circle trigonometry, trigonometric functions and their graphs, inverse trigonometric functions, trigonometric identities, trigonometric applications, sequences and series, probability, limits, derivatives, linear motion, and antiderivatives. Honors Algebra 2 and Precalculus is designed for students with a very strong aptitude in mathematics and a willingness to accept the responsibility that accompanies a rigorous mathematics course. This course prepares students for the SAT Math Level 2 Subject Test and Honors Calculus 1 & 2.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Advanced Geometry AND permission of the department

PRECALCULUS (Full Year, 1 Credit) **PC**

In Precalculus, students will build upon the concepts learned in Algebra 2 and use mathematical modeling as foundation to develop a deeper understanding of polynomial functions, rational functions, exponential functions, logarithmic functions, and logistic functions. After reviewing the concepts of trigonometry introduced in Geometry, students will learn about trigonometric functions and their graphs, inverse trigonometric functions, trigonometric identities, and their applications. Throughout this course, there is an emphasis on problem solving, real-world applications, and effective use of technology. Upon successful completion of this course, students are prepared to take Calculus.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Algebra 2

ADVANCED PRECALCULUS (Full Year, 1 Credit) **APC**

In Advanced Precalculus, students will build upon the concepts learned in Advanced Algebra 2 to develop a deeper understanding of various types of functions. Topics studied include polynomial functions, rational functions, exponential functions, logarithmic functions, matrices, unit circle trigonometry, trigonometric functions, inverse trigonometric functions, trigonometric identities, and equations, laws of sines and cosines, polar coordinates, parametric functions, vectors, sequences and series, binomial theorem, combinatorics and probability, and an introduction to Calculus. Advanced Precalculus is designed for students who have a very strong command of Algebra 2 concepts, plan to

take AP Calculus in the future, and accept the responsibility that accompanies a rigorous mathematics course. This course prepares students for the SAT Math Level 2 Subject Test and Honors Calculus.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Advanced Algebra 2 AND permission of the department

CALCULUS (Full Year, 1 Credit) **CALC**

This is a college-level Calculus course that is designed to mirror the first semester of most standard-level college calculus courses. After reviewing the algebraic and trigonometric concepts learned in previous algebra courses, students will learn about limits, differentiation, antidifferentiation, definite and indefinite integrals, and applications of calculus using exponential and logarithmic functions. This course is not designed to prepare students for the Advanced Placement Calculus Exam, but students who successfully complete this course will be prepared for their first year of college Calculus.

Prerequisite: Precalculus

ADVANCED CALCULUS 1 (Full Year, 1 Credit) **ACALC**

This is an advanced course, differentiated within the Honors Calculus 1 classroom (see topics listed in the HCALC1 description below). Advanced Calculus students have the same classroom experiences as Honors Calculus 1 students, but their homework assignments and assessments are modified. This course is designed for students who were exceptionally strong in standard-level Precalculus or Advanced Precalculus but feel they are not quite ready for the full rigor of Honors Calculus 1. The course offers a greater challenge than standard-level calculus, introducing students to all of the topics required for the AP Calculus AB exam. Many ACALC students ultimately choose to take the AP exam, but this is not required.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Advanced Precalculus or Precalculus AND permission of the department

HONORS CALCULUS 1 (Full Year, 1 Credit) **HCALC1**

This is an honors course, providing mastery of Calculus topics commensurate with a first semester college Calculus course. In preparation for the AP Calculus AB exam, students will learn about the limits and continuity of functions, derivatives and their applications, integrals and their applications, advanced integration techniques, differential equations, and volumes of solids of revolution. Students will be expected to take the AP Calculus AB exam. This honors-level course is designed for students who enjoy mathematics, have a strong command of Precalculus concepts, seek a greater level of challenge and accept the responsibility that accompanies a rigorous mathematics course. Throughout this course, there is an emphasis on problem solving, real-world, and effective use of technology.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Advanced Precalculus or Honors Algebra 2 & Precalculus

HONORS CALCULUS 1 & 2 (Full Year, 1 Credit) **HCALC12**

This is an honors course, providing mastery of Calculus topics commensurate with the first and second semester of a college Calculus course. In preparation for the AP Calculus BC exam, students will learn about limits and continuity of functions, derivatives and their applications, integrals and their applications, advanced integration techniques, differential equations, volumes of solids of revolution, infinite sequences and series, Taylor Polynomial approximations and Taylor series, and parametric, polar, and vector functions. Students will be expected to take the AP Calculus BC exam.

This honors-level course is designed for students who enjoy mathematics, have a very strong command of Precalculus concepts, seek a greater level of challenge and accept the responsibility that accompanies a rigorous mathematics course. Throughout this course, there is an emphasis on problem solving, real-world applications, and effective use of technology.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Advanced Precalculus or Honors Algebra 2 & Precalculus

HONORS CALCULUS 2 (Full Year, 1 Credit) **HCALC2**

This is an honors course, providing mastery of Calculus topics commensurate with the second semester of a college Calculus course. In preparation for the AP Calculus BC exam, students will review the concepts taught in HCALC1 and learn about advanced integration techniques, infinite sequences and series, Taylor Polynomial approximations and Taylor series, and parametric, polar, and vector functions. Students will be expected to take the AP Calculus BC exam. This honors-level course is designed for students who enjoy mathematics, have a strong command of HCALC1 concepts, seek a greater level of challenge and accept the responsibility that accompanies a rigorous mathematics course. Throughout this course, there is an emphasis on problem solving, real-world applications, and effective use of technology.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Honors Calculus 1

HONORS CALCULUS-BASED PROBABILITY AND STATISTICS (Full Year, 1 Credit) **HCPSTATS**

This rigorous course develops the mathematical underpinnings of probability and mathematical statistics. The focus of the first semester is probability. Topics studies will include axiomatic probability, discrete and continuous univariate and bivariate distribution functions and their properties, special and commonly used distributions, and large-sample approximation. The second semester we develops and applies inferential statistical methods, including interval estimation and hypotheses testing for one and two means or proportions, tests for independence in categorical data, analysis of variance with multiple comparisons, and simple and multiple regression models. Students will learn to formulate research questions, design appropriate surveys or experiments, and analyze resulting data. Substantial focus is on providing a rigorous development of principles that link these inferential methods. At the end of this extensive course, all students are required to complete a substantive class project in the final quarter and the AP Statistics exam in May.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Honors Calculus 1 or Honors Calculus 1 & 2 or strong background in Precalculus **AND** concurrently enrolled in Honors Calculus 1 (or 1 & 2 or 2)

Prerequisite: Advanced Precalculus or Honors Algebra 2 & Precalculus

MULTIVARIABLE CALCULUS (Full Year Elective, 1 Credit) **MVC**

Multivariable Calculus generalizes the major ideas from Calculus (rates of change, differentiation, optimization, integration, etc.) to functions of more than one variable, providing a study of paths and surfaces in space. These generalizations are applied to study mathematical objects in three or more dimensions. This course introduces vector analysis, partial derivatives, multiple integrals, and some matrix algebra. Additional course objectives include a better understanding of series and introductory topics in linear algebra. Mathematical software is used to enhance visualization and understanding of course concepts.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Honors Calculus 1 & 2 or Honors Calculus 1 or Honors Calculus 2 AND Honors Calculus-Based Probability and Statistics AND permission of the department

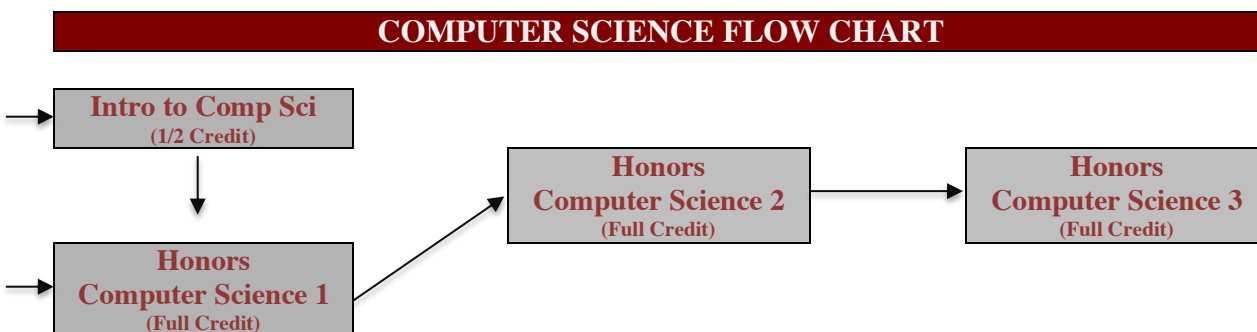
APPLIED MATHEMATICS: STATISTICS, SOCIAL CHOICE AND DECISION MAKING (Full Year Elective, 1 Credit) **APPMATH**

In previous mathematics courses, students learned to use the tools of mathematics – how to manipulate symbols and solve equations. In this course, students will learn more about the applications of mathematics and the power of mathematics to help them understand many different parts of everyday life and the world itself. In the first semester, students will learn about statistics – the science of collecting, organizing, and interpreting data – and study inference and probability. In the second semester, students will continue exploring the applications of mathematics by studying the methods that individuals and groups of people use to make decisions. Topics will include voting methods, weighted voting systems, polls, apportionments, and the Electoral College. This course is designed for students who have completed standard-level Algebra 2. Students may also take this course after or concurrently with standard-level Precalculus or standard-level Calculus.

*This course has not been approved by the NCAA for qualifying credits.

Required Materials: TI-nSpire CAS CX calculator

Prerequisite: Algebra 2 AND permission of the department



INTRODUCTION TO COMPUTER SCIENCE (Full Year, 1/2 Credit) CS0

This course provides a gentle introduction to computer science by teaching core programming constructs (conditionals, loops, variables, and functions). Students learn through three major programming platforms: Scratch, HTML/CSS, and Javascript. This course is recommended for students who are interested in computer science and in developing their own programs. No prior experience is necessary. This class is available to students in grades 9-12.

HONORS COMPUTER SCIENCE 1 (Full Year, 1 Credit) HCS1

Honors Computer Science 1 is an aggressive introduction to computer science using the programming language of JAVA. This class is modeled on a collegiate-level programming course that embraces the object-orientated paradigm. In addition to core programming construct (conditionals, loops, variables, and methods), students also study more advanced topics of classes, interfaces, sorting/searching algorithms and recursion. By the end of the year, students will be able to independently develop substantial programs. This course also prepares students for the Advanced Placement Examination. No prior experience is necessary. This class is available to students in grades 9-12.

HONORS COMPUTER SCIENCE 2 (Full Year, 1 Credit) HCS2

This course is modeled after a collegiate level data structures course. The data structures covered are linked lists, stacks, queues, binary search trees, hash tables, sets, and maps. In addition, more complex searching and sorting algorithms and recursive techniques are covered.

Prerequisite: Honors Computer Science 1

HONORS COMPUTER SCIENCE 3 (Full Year, 1 Credit) HCS3

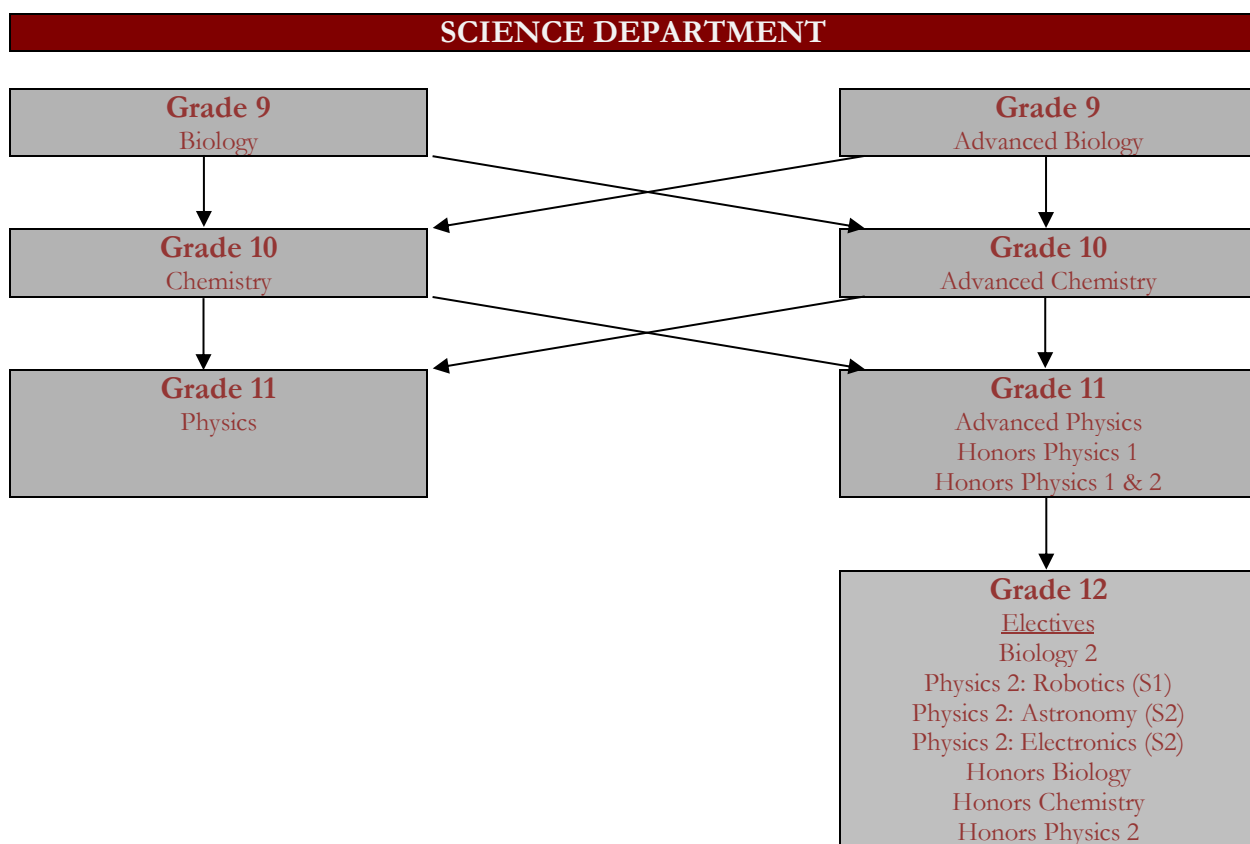
This honors-level course will introduce students to a variety of topics selected from a typical undergraduate computer science curriculum. The goal of the course is to develop a deeper understanding of computer science as more than just programming. Topics may address such questions as: how is information measured, how do computers work, how are programming languages developed, what are the limits of computation, how does the internet work, and how can computers behave intelligently. Students complete projects that relate to these topics.

Prerequisite: Honors Computer Science 2

SCIENCE DEPARTMENT

(3 Credits Required - Including Biology, Chemistry and Physics)

The goal of the science program in the Upper School is to promote and enhance scientific knowledge and problem-solving skills. Students take core courses in biology, chemistry, and physics, with a full selection of five Advanced Placement courses offered as second-year options. In addition, we offer several elective courses in the fields of anatomy and physiology, astronomy, environmental science, and robotics. With a focus on inquiry-based learning, each course provides students with an opportunity to heighten their scientific literacy by imparting a clear understanding of the scientific method through skills of observation, experimentation, data interpretation and analysis, critical thinking, and communication. Students learn to work cooperatively in teams, use technology effectively, and value life-long learning, while increasing their awareness of societal issues and career opportunities.



BIOLOGY (Full Year, 1 Credit) **BIO**

Ecology, evolution, cell biology, and biochemistry are presented in the first semester, while systematic diversity of life, genetics, molecular biology and an overview of DNA, genetics, and human biology are studied second semester. This course emphasizes real world applications of these concepts. Laboratory and classroom activities stress a hands-on approach to science. There is ample room in the Biology curriculum to spend extra time on a given topic or to explore special topics in order to meet the needs and desires of each group of students.

Prerequisite: Algebra 1 concurrent

ADVANCED BIOLOGY (Full Year, 1 Credit) **ABIO**

Science, ecology, evolution, animal behavior, and biochemistry are presented in the first semester, while cell biology, molecular biology, an overview of DNA and the cell cycle, genetics, the systematic diversity of life, and human biology are studied second semester. A large part of class time is spent on laboratory activities for which students will be expected to complete lab reports using standard scientific format. There is time in the year to explore inquiry-based learning. In addition, students will be expected to think on both a concrete as well as a conceptual level. Advanced Biology is designed to prepare students for the end-of-year SAT Subject Test in Biology.

Prerequisite: Recommendation from 8th grade science teacher and Algebra 1

CHEMISTRY (Full Year, 1 Credit) **CHEM**

Chemistry is designed to help students gain understanding into the composition and properties of matter as well as how matter reacts. In addition to studying the structure of the atom, topics include chemical bonding, stoichiometry, periodicity, study of the physical states, solutions, acid-base chemistry, kinetics, and equilibrium chemistry. Practical application of chemistry is stressed through problem solving, and laboratory investigation is an integral part of the course.

Prerequisite: Algebra 1

ADVANCED CHEMISTRY (Full Year, 1 Credit) **ACHEM**

Advanced Chemistry is a traditional chemistry course that emphasizes depth of understanding and challenging problem solving. Topics include the structure of the atom, chemical bonding, stoichiometry, periodicity, physical states, solutions, acid-base chemistry, kinetics, and equilibrium chemistry. Practical application of chemistry is stressed through problem solving, and laboratory investigation is an integral part of the course. Problem sets and laboratory investigations are presented at a challenging level. Upon completion of the course students should be prepared to take the SAT Subject Test in Chemistry.

Prerequisite: Algebra 2 concurrent and recommendation of biology teacher

PHYSICS (Full Year, 1 Credit) **PHYS**

Students enrolled in this course will spend a full year exploring classical physics topics such as mechanics, electromagnetism, and wave phenomena. Considerable emphasis is placed on conceptual understanding of these topics, but students are also expected to become proficient in quantitative problem solving. Laboratory work is especially designed to deepen understanding and provide a true hands-on experience of the phenomena under discussion. Advances in technology that strengthen the course are continually being integrated into the program, both in the traditional classroom setting and in the laboratory. Physics is a fast-paced, rigorous course that covers a wide range of topics.

Prerequisite: Precalculus concurrent. Algebra 2 with permission of instructor.

ADVANCED PHYSICS (Full Year, 1 Credit) **APHYS**

This is an advanced course, differentiated within the Honors Physics 1 classroom (see topics listed in the HPHYS1 description below). Advanced Physics students have the same classroom experiences as the Honors Physics 1 students, but their homework assignments and assessments are modified. This course is designed for students who are strong in science and mathematics but feel they are not quite ready for the full rigor of Honors Physics 1. Advanced Physics offers a greater challenge than standard-level Physics. Completion of Advanced Physics will prepare students if they choose to take the SAT Subject Test in Physics.

Required Materials: Scientific calculator

Prerequisite: Advanced Algebra 2 AND recommendation of chemistry teacher

HONORS CHEMISTRY (Full Year Elective, 1 Credit) **HCHEM**

This course is designed to be the equivalent of the general chemistry course taken during college. Students in this course will build on the foundation provided during their first year of high school chemistry. The primary objective is for each student to maximize his/her understanding of fundamentals and develop competence in dealing with chemical problems. This course will help students to think clearly and to express their ideas with logic and clarity. Students are required to take the Advanced Placement Examination.

Prerequisite: Chemistry and Precalculus

HONORS PHYSICS 1 (Full Year Elective, 1 Credit) **HPHYS1**

Honors Physics 1 is an honors-level course, providing mastery of Physics topics commensurate with a first semester algebra-based college Physics course. This course explores the relationship between matter and energy and how they interact, with strong emphasis on the algebra-based mathematics of physics. Topics include mechanics, electromagnetism, waves/sound and light/optics, all of which are covered at a more challenging level than the standard Physics course. Practical application of physics is stressed through problem solving. Laboratory investigation is an integral part of this course. Honors Physics 1 is a course designed for students who enjoy science and mathematics, have a very strong command of Algebra concepts, seek a greater level of challenge and accept the responsibility that accompanies a rigorous science course. Upon completion of Honors Physics 1, students will be required to take the Advanced Placement Physics 1 exam. Students will also be prepared should they choose to take the SAT Subject Test in Physics.

Required Material: TI-nSpire calculator

Prerequisite: Advanced Algebra 2 or Honors Algebra 2 & Precalculus AND permission of the department

HONORS PHYSICS 1 and 2 (Full Year Elective, 1 Credit) **HPHYS12**

Honors Physics 1 and 2 is a first-year Physics course for juniors. It combines all of the topics covered in Honors Physics 1 and Honors Physics 2 and includes advanced topics in mechanics, electricity, and magnetism, waves/sound, and light/optics. Differential and integral calculus are utilized in order to solve problems associated with these topics. This course includes a strong laboratory component, whereby students will design and conduct inquiry-based laboratories in order to strengthen their critical thinking skills and their understanding of the topics. Upon completion of Honors Physics 1 and 2, students will be required to take the Advanced Placement Physics C: Mechanics exam and the Advanced Placement Physics C: Electricity & Magnetism exam. Students will also be prepared should they choose to take the SAT Subject Test in Physics.

Required Material: TI-nSpire calculator

Prerequisite: Honors Calculus or Honors Calculus 1 and 2 concurrently AND permission of the department

HONORS PHYSICS 2 (Full Year Elective, 1 Credit) **HPHYS2**

Honors Physics 2 is a second-year Physics course for seniors. It covers advanced topics including mechanics, electricity, and magnetism. Differential and integral calculus are utilized in order to solve problems associated with these topics. The course includes a strong laboratory component, whereby students will design and conduct inquiry-based laboratories to strengthen their critical thinking skills and their understanding of the topics. Upon completion of Honors Physics 2, students will be required to take the Advanced Placement Physics C: Mechanics exam and the Advanced Placement Physics C: Electricity & Magnetism exam.

Required Material: TI-nSpire calculator

Prerequisite: Honors Calculus or Calculus 1 and 2 concurrently and Physics

BIOLOGY 2 (Full Year Elective, 1 Credit) **BIO2**

The Biology 2 course is an elective course for seniors. The topics of this course revolve around the characteristics of life: cells and DNA, reproduction, development, response to stimuli, and evolution and systematics of organisms. The subject matter of Biology 2 encompasses many of the topics covered in a first year biology course in greater depth, and the focus is slightly different. This course is an excellent springboard for learning about how to do science and will allow for some independent project work. This course is NOT intended to prepare students for the Biology Advanced Placement exam in May.

Prerequisite: Biology, Chemistry, and Physics

HONORS BIOLOGY (Full Year Elective, 1 Credit) **HBIO**

This course is designed as an Advanced Placement course in general biology. Students study ecology, evolution, systematics, chemistry, and biochemistry in the first semester. They study cell biology, cell respiration, photosynthesis and plant biology, DNA and molecular biology, genetics, microbiology, and animal diversity and physiology in the second semester. Students are expected to perform many laboratory experiments that stress hypothesis testing and may be inquiry based and to write up these experiments using proper scientific format. Mathematical and statistical approaches to biology are also emphasized where applicable. Honors Biology students are required to take the Advanced Placement Exam in Biology in May.

Prerequisite: Biology or Advanced Biology, Chemistry, Algebra 2 or Honors Precalculus concurrent

PHYSICS 2: Robotics (Semester 2 Elective, 1/2 Credit) **PHYS2R**

Robotics is a physics application course designed to give students hands-on experience with fundamental principles of physics. Students follow a robotics curriculum that includes engineering design, basic robot design, computer-aided drawing (CAD) design, robot programming, and robot building. Application of forces, torques, conservation of momentum, and conservation of energy are used extensively throughout the program. The students also engage in a group project where they build a robot that competes in a FIRST Technology Challenge type of competition. The class incorporates cooperative learning: Students have the opportunity to take on different roles within a group as they build a competition robot. Student learning is assessed through individual projects, group projects, and performance assessments. Students' semester exam grade is based on the performance of their group robot in a competition.

Prerequisite: Physics

PHYSICS 2: Astronomy (Semester 2 Elective, 1/2 Credit) **PHYS2A**

The goal of Astronomy is to recognize what is in the sky, and to recognize the role science plays in exploring the universe. The course explores the scale and scope of the universe by identifying objects in the sky, understanding how they move through the sky, and how they help us to understand the universe. Students learn how astronomy has evolved through history and about the significant discoveries made in astronomy. Particular attention is paid to the study of light and how it is used to probe the universe. Student learn about the solar system by studying about our Sun, the Earth and Moon, and other objects in the system. And students cover stars, how they form, and their life cycles. This class uses peer-instruction, lecture-tutorials, and planetarium software to immerse them in the study of astronomy and to create an active learning environment.

Prerequisite: Physics

PHYSICS 2: Electronics (Semester 2 Elective, 1/2 Credit) **PHYS2E**

This course introduces students to the Arduino board that allows them to design and produce a wide variety of projects. Student begin the semester using basic electronic principles to design a variety of circuits. These circuits are controlled by an Arduino board that is connected to a variety of actuators. The system demonstrates how Ohm's Law and other physics principles are applied when making electric circuits. Students incorporate sensors into their design to control the actuators through the Arduino board. Linear motion, rotational motion, momentum, energy, electricity, and magnetism are concepts necessary to understand the sensors and actuators used in classroom projects. The class is designed to be a hands-on, project-oriented class with assessments based on projects designed, built, and tested by the students. Students also learn how to program in the Arduino IDE. No prior programming experience is necessary. At the end of the course, students produce a major project based on a theme introduced at the beginning of the semester.

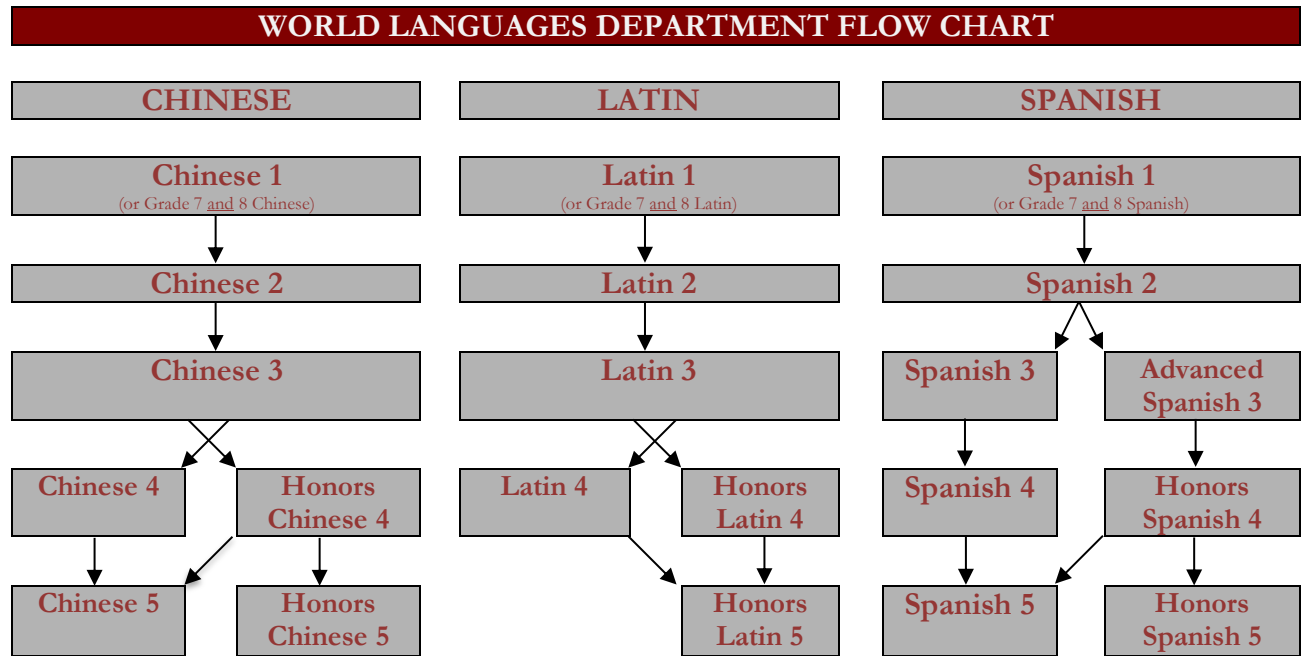
Prerequisite: Physics

WORLD LANGUAGES DEPARTMENT
 (3 Credits Required - Single World Language)
 or
 (2 Credits Required - Two World Languages)

The Columbus Academy’s World Languages Department offers language and culture instruction in order to enhance the students’ educational experience. The department fosters the ability to communicate successfully in another language and to engage with different cultures. Through the study of language and cultures, students develop open-mindedness, a sense of community, an appreciation of differences, and the ability to embrace multiple perspectives.

In order to graduate, students in Upper School must complete through level three of Chinese, Latin or Spanish, respectively. Students can also elect to complete through level two of one language and then through level two of another in order to satisfy the graduation requirement. Beyond the requisite coursework, students usually take a language through their senior year.

Upper School world language classes emphasize three modes of communication: interpretive, interpersonal and presentational. Students read, listen, speak and write about authentic texts, history, customs, and current events.



CHINESE 1 (Full Year, 1 Credit) **CH1**

Chinese 1 is a yearlong course in Beginning Chinese. The course is designed for students who have had no prior exposure to Chinese language. It offers introduction to the pinyin system, fundamental grammatical structures, basic vocabulary and character forms of modern standard Chinese (Mandarin). Emphasis will be placed on all four skills (listening, speaking, reading and writing). While linguistic aspects of Chinese language are the primary focus, introduction to the social and cultural background of the language will also form an important part of study, which embedded with five C's of foreign language learning: communication, cultures, connections, comparisons, communities. *Students will be expected to earn at least a C in order to advance to Chinese 2.

CHINESE 2 (Full Year, 1 Credit) **CH2**

Chinese 2 is designed for students who have had exposure to Chinese language that includes the sound system, essential grammatical structures, basic vocabulary and character forms of modern standard Chinese (Mandarin). The emphasis in this class is on continuing building up vocabulary and sentence patterns in communicative contexts, and building a solid foundation in pronunciation. Students will expand their ability to carry out simple conversations in Chinese on a limited range of topics. Reading and writing (using simplified characters) will be developed in conjunction with speaking and listening skills. Students will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook to continue to Chinese 3 unless otherwise noted by the instructor.

Prerequisite: A final grade of C or higher in Chinese 1

CHINESE 3 (Full Year, 1 Credit) **CH3**

Chinese 3 is the third year study of Mandarin Chinese. This course is designed to develop and refine proficiency in all four language skills. Conducted mainly in Chinese, the course includes grammar review, vocabulary development and engages students in communicative exercises. Reading materials include a selection of contemporary articles, and culturally authentic texts. Reports and oral presentations strengthen understanding of target language. This course not only completes the foreign language requirement for graduation from Columbus Academy, but also is designed as a preparation for the Chinese Advanced Placement Exam.

Prerequisite: it is expected that a student who desires to continue in Chinese 3 must complete Chinese 2 with at least a C average and/or a C on the final second semester exam or faculty recommendation. Otherwise, the student is encouraged to complete the foreign language requirement by taking two years of another language.

CHINESE 4 (Full Year, 1 Credit) **CH4**

This course is designed for students who have completed the foreign language requirement and wish to build on their Chinese language proficiency and cultural understanding. The students will expand their vocabulary and grammatical structures while integrating five skills: listening, speaking, reading, writing and character recognition through typing. Taught in Chinese, the content includes current issues, idioms, literature, and cultural topics in the target language. The materials include films, songs, online materials and news.

Prerequisite: A final grade of C+ or higher in Chinese 3 and/or faculty recommendation

HONORS CHINESE 4 (Full Year, 1 Credit) **HCH4**

Honors Chinese 4 is a Pre-Advanced Placement course that is in alignment with the Advanced Placement format. The course is designed for students who are interested in pursuing higher language proficiency in listening, speaking, reading, writing and character typing skill. Taught completely in Chinese, the students will honor the language pledge. The course focuses on the language through the

lens of Chinese culture. Honors Chinese 4 emphasizes the development of cohesive speaking and writing skills through the building of rich vocabularies and complex sentence structures. Course materials include idioms, tang and song poems, current issues, cultural topics, films, and pop culture in the target language. Communicating with exchange students in China through email is included as one of the learning objectives.

Prerequisite: A final grade of A- or higher in Chinese 3 and/or faculty recommendation and approval of the department chair

CHINESE 5 (Full Year, 1 Credit) CH5

Chinese 5 is designed as a natural sequence to Honors Chinese 4. The course consists of extensive communicative drills, the study of complex sentence patterns and grammar, and reading and writing. The class is conducted in Chinese and uses natural tones and speed for listening comprehension. The textbook is of an intermediate level, and the students are able to maintain their language skills and make transition to a mid-second year college course. The students are introduced to formal written language and they keep up with Chinese current issues with authentic materials. By the end of fifth year Chinese, most of Chinese language students will have the language immersion experiences from our exchange program.

Prerequisite: A final grade of C+ or higher in Chinese 4 and/or faculty recommendation

HONORS CHINESE 5 (Full Year, 1 Credit) HCH5

Honors Chinese 5, an Advanced Placement course, consists of intense speaking drills, the study of complex sentence patterns and grammar, advanced reading, and advanced writing. Conducted in Chinese, the course uses a college textbook, authentic materials, and is on an upper intermediate level. Activities include debating, giving campaign speeches, presenting career choices, and covering cultural topics in depth. Students are introduced to formal written language and classics reading, and they keep abreast of current Chinese issues. Upon completion, students will comfortably transition to a late-second or third year college course. By the end of Chinese 5, almost all Chinese language students will have taken a trip to China and will have benefitted greatly from participating in the exchange program. This course also prepares students to take the Chinese Advanced Placement Examination.

Prerequisite: A final grade of A- or higher in Honors Chinese 4 and/or faculty recommendation

LATIN 1 (Full Year, 1 Credit) LATIN1

Latin 1 stresses reading and translation, the mastery and pronunciation of Latin vocabulary, basic grammatical structures, the building of a stronger English vocabulary and grammar through study of the relationship of the two languages, and an introduction to ancient mythology and Roman history. It acquaints students with study and organizational skills, and with the precision and daily discipline that will facilitate the learning of other languages. *Students will be expected to earn at least a C in order to advance to Latin 2.

LATIN 2 (Full Year, 1 Credit) LATIN2

Latin 2 is a continuation of Latin I with the general philosophy remaining unchanged: reading Latin with confidence, providing insight into Roman culture, and improving English skills through the study of Latin. Greater attention is paid to sustained reading with emphasis on more sophisticated grammatical and syntactical structures. In addition, the content of the stories and the cultural material are used as a basis for oral discussion stressing the comparisons and contrasts between the elements of ancient Roman society and today's society.

Prerequisite: A final grade of C or higher in Latin 1

LATIN 3 (Full Year, 1 Credit) **LATIN3**

Latin 3 is an introduction to Latin prose with an emphasis on the variety of Roman prose styles. After the completion of the most complicated aspects of Latin grammar, students read works by Pliny, Caesar, Cicero, and other classical Latin authors. These authors are read with consideration for and attention to the cultural and political milieu in which they wrote.

Prerequisite: Latin 2

LATIN 4 (Full Year, 1 Credit) **LATIN4**

Latin 4 is a course that offers an intensive study of Latin poetry with an emphasis on Caesar's *De Bello Gallico* and Vergil's *Aeneid*. By the end of this course, students will be able to translate large sections of prose and poetry with comprehension, scan dactylic hexameter, recognize rhetorical devices and figures of speech and contextualize the literature they read within the social and political milieu. The content of this course is advanced, but the pace, however, is not such that the Advanced Placement syllabus will be covered *in toto*.

Prerequisite: Latin 3 and/or faculty recommendation

HONORS LATIN 4 (Full Year, 1 Credit) **HLATIN4**

Honors Latin 4 is course that offers an intensive study of Latin prose and poetry with an emphasis on Caesar's *De Bello Gallico* and Vergil's *Aeneid*. By the end of this course, students will be able to translate large sections of prose and poetry with comprehension, scan dactylic hexameter, recognize rhetorical devices and figures of speech and contextualize the literature they read within the social and political milieu. The pace of this course provides the student with the opportunity to take the Advanced Placement Exam, if they choose. **Prerequisite: A final grade of A- or final exam grade of at least a B+ in Latin 3 and/or faculty recommendation**

HONORS LATIN 5 (Full Year, 1 Credit) **HLATIN5**

Honors Latin 5 is a seminar-style class designed for students who have completed the four-year Latin program. The course consists of critical reading and evaluation of literary works. Grammar is thoroughly reviewed. Emphasis is placed on lyric poetry, philosophy, and comedy.

Prerequisite: Latin 4 or Honors Latin 4

SPANISH 1 (Full Year, 1 Credit) **SP1**

In Spanish 1, students are given the vocabulary and grammar tools necessary to express themselves in everyday communicative tasks using both the present and past tenses. Emphasis is put on the basic language skills of reading, writing, speaking, and listening, and on the principles embodied in the five C's of foreign language: communication, cultures, connections, comparisons, and communities. This course is designed for the student with no previous knowledge of the language; it can, though, also be used as a review of Spanish studied previously. *Students will be expected to earn at least a C in order to advance to Spanish 2.

SPANISH 2 (Full Year, 1 Credit) **SP2**

Spanish 2 is conducted in Spanish and is a continuation and expansion of the vocabulary and grammatical structures learned in Spanish 1. Students will be able to communicate utilizing all tenses to express past, present, and future as well as opinions and hypotheticals. Students participate in conversations, discussions, and oral and writing exercises. The students are exposed to authentic materials such as news articles, music, television commercials, soap operas, as well as literary selections

like poetry and short stories. Students will be expected to achieve at least a C in order to continue to Spanish 3 and/or an A- to continue to Advanced Spanish 3.

Prerequisite: A grade of C or higher in Spanish 1

SPANISH 3 (Full Year, 1 Credit) SP3

Spanish 3 is designed to develop and refine proficiency in all four language skills – reading, writing, listening and speaking. Conducted entirely in Spanish, it includes grammar review, vocabulary development, and engages students in communicative exercises. Materials include a selection of contemporary articles as well as literary, cultural, and multimedia texts. Reports and oral presentations strengthen understanding of the target language. This course completes the foreign language graduation requirement.

Prerequisite: A final grade or final exam grade of at least a C in Spanish 2 and/or faculty recommendation.

ADVANCED SPANISH 3 (Full Year, 1 Credit) ASP3

Advanced Spanish 3 is designed to develop and refine proficiency in all four language skills – reading, writing, listening, and speaking. Conducted entirely in Spanish, it includes grammar review, vocabulary development, and engages students in communicative exercises. Reading materials include a selection of contemporary articles and literature. Reports and oral presentations are used to strengthen understanding of the target language. This course not only completes the foreign language graduation requirement; it is also designed to prepare students for standardized national foreign language testing.

Prerequisite: A final grade or final exam grade of at least A- in Spanish 2 and/or faculty recommendation.

SPANISH 4 (Full Year, 1 Credit) SP4

Spanish 4 is designed for students who are interested in pursuing higher language proficiency in listening, speaking, reading, and writing. Students will communicate with native speakers, write about selected literary topics, and discuss current events and personal issues with relative ease. Taught completely in Spanish, this course also includes a review of advanced Spanish grammar. After completing extensive reading, students will produce written projects and present oral reports.

Prerequisite: A final grade of at least C+ in Advanced Spanish 3 and/or faculty recommendation and approval of the department chair

HONORS SPANISH 4 (Full Year, 1 Credit) HSP4

Honors Spanish 4 is a Pre-Advanced Placement course that is in alignment with the Advanced Placement format. The course is designed for students who are interested in pursuing higher language proficiency in listening, speaking, reading, and writing. Students will communicate with native speakers, write about selected literary topics, and discuss current events and personal issues with relative ease. Taught completely in Spanish, this course also includes a review of advanced Spanish grammar. After completing extensive reading, students will produce written projects and present oral reports. Students will prepare for the SAT Subject Test based on instructor's recommendation. Honors Spanish 4 is designed for students interested in taking the Spanish Language Advanced Placement Examination in the following year.

Prerequisite: A final grade of at least A- in Advanced Spanish 3 and/or faculty recommendation and approval of the department chair

SPANISH 5 (Full Year, 1 Credit) **SP5**

Spanish 5 is designed as a continuation and expansion of Spanish 4. It is a course for students not interested in taking, or ready to take, the Advanced Placement Examination who desire to develop further knowledge of Spanish grammar, vocabulary, and conversation skills in the context of a broad study of Spanish history and culture. Special emphasis is placed on current events. At this level, research papers, reports, and oral presentations integrating technology are important ways of developing the students' presentation skills, cultural awareness, and language proficiency.

Prerequisite: A final grade or final exam grade of at least C+ and faculty recommendation.

HONORS SPANISH 5 (Full Year, 1 Credit) **HSP5**

This intense course is intended to prepare students for the Advanced Placement Examination. Students at this level are studying a course equivalent to a third-year college course in advanced Spanish composition and conversation. According to the College Board standards, this course emphasizes the use of Spanish for active communication, and it encompasses aural/oral skills, reading comprehension, grammar, and composition. The overall objectives are: to comprehend formal and informal spoken language, to acquire vocabulary and a grasp of structure to allow the easy and accurate reading of newspaper/magazine articles and modern literature in Spanish, to compose expository passages, and to express ideas orally with accuracy and fluency. This course also seeks to develop language skills that are broadly useful and that can be applied to various activities and disciplines.

Prerequisite: A final grade of at least B+ in Honors Spanish 4 and/or the approval of the department chair.

FINE AND PERFORMING ARTS DEPARTMENT (1 Credit Required)

The goal of the Fine and Performing Arts is to foster students' art education in a positive and productive atmosphere. It encourages both creativity and critical thinking while expecting artistic excellence and self-discovery. It strives to develop the whole child through enjoyment, exploration, and understanding of Art, Music, and Theater. While developing this sense of artistic fluency, students learn multiple models of self-expression and cultivate their role in an ever-changing cultural environment; they learn that the Arts are an essential and enduring part of the global human experience.

FOUNDATIONS OF STUDIO ART (Full Year, 1/2 Credit) **FSTDART**

In this course, students study the formal elements and principles of design and composition as well as selected artists and styles. **Foundations of Studio Art is a prerequisite for most Fine Arts courses.**

2-D STUDIO ART (Full Year, 1/2 Credit) **2DSTDART**

This studio-based course explores the techniques, composition, and content of drawing and painting. Students study past and contemporary artists' works and become acquainted with a variety of drawing materials and opaque and transparent painting mediums. Students are asked to express growth and individuality through their use of materials. Keeping an up-to-date, high-quality personal sketchbook is a requirement.

Prerequisite: Foundations of Studio Art

CERAMICS (Full Year, 1/2 Credit) **CER**

This course covers all basic clay handling and firing techniques. Hand-building provides the opportunity to become familiar with the properties and the potential of clay. First semester students create hand-built projects using coil, slab, and "waddie" construction techniques. Throwing on the potter's wheel, advanced firing processes, and glaze chemistry are introduced in the second semester. **This Course is available to Sophomores, Juniors, and Seniors.**

GRAPHIC DESIGN (Full Year, 1/2 Credit) **GRAPH**

This course introduces students to the art of visual composition, communication, and presentation. Students will create symbols, images, and/or words to represent ideas or express messages. PhotoShop and InDesign will be used to learn the importance and art of typography, page layout, and visual expression.

Prerequisite: Foundations of Studio Art

PHOTOGRAPHY (Full Year, 1/2 Credit) **PHOTO**

Photography students learn about the various types of film and digital cameras, and how to control composition and exposures to produce excellent images. The emphasis will be on capturing images digitally and manipulating them through the use of Photoshop. Some black and white darkroom work will be introduced as time and interest allows.

Prerequisite: Foundations of Studio Art

ADVANCED PHOTOGRAPHY (Full Year, 1/2 Credit) **APHOTO**

Students in their second or third year of Photography are encouraged and expected to develop a body of images that demonstrates a high level of originality, technique, and personal vision. This advanced level course emphasizes creative thinking and a desire to work independently on projects developed by the individual student.

Prerequisite: Foundations of Studio Art and at least one year of Photography

SCULPTURE (Full Year, 1/2 Credit) **SCULPT**

The emphasis in this studio course is on the unique qualities of sculpture, including its three-dimensional and tactile nature. Assignments focus on specific realistic and/or abstract problems. The work of well-known artists is studied in order that the students see both the practical and the creative aspects of sculpting.

Prerequisite: Foundations of Studio Art

PORTFOLIO ART (Full Year, 1 Credit) **PORT**

This course provides opportunities for intense studio experiences and portfolio development and for participation in local and statewide competitions. Students meet daily and must be self-motivated as the workload is demanding, and the deadlines are strictly enforced. Upon electing to take this class, students declare a major area of study. **This course is available to Juniors/ Seniors only.**

Prerequisite: Previous art experience and the recommendation of the instructor.

TREBLE CHOIR (Full Year, 1/2 Credit) **VCHOIR**

Treble Choir is open to soprano/alto singers in grades 9-12. This course is recommended for soprano/alto students who are new to the choir program, Upper School and/or to Columbus Academy.

Students will learn:

- Sight reading skills
- Healthy singing, including breath support and quality of tone
- Interpretation of music including: tempo, phrasing, expression, style, and dynamics.
- A variety of quality choral literature
- Proper music technique including: note accuracy, rhythmic accuracy, articulation, diction, and posture
- Intonation, including how to blend and balance with an ensemble
- The Treble Choir will perform at the Fall Concert, Winter Concert, Cabaret, and Commencement. Members of this group are also eligible to compete in OMEA Solo and Ensemble. If a scheduling conflict prevents enrollment in Camerata, male singers may request to be scheduled in Viking Choir, which meets at the same time as Treble Choir.

CAMERATA (Full Year, 1 Credit) **CAMERATA**

Camerata is a course for returning soprano / alto singers in grades 10-12 and for ALL male singers. Rising 9th Grade soprano / alto and soprano / alto singers new to the choir program, Upper School, and/or to Columbus Academy should register for the Viking Treble Chorus. This course emphasizes four basic areas of study: performance skills, rehearsal skills, vocal skills, and musicianship. Camerata focuses on music theory and the advancement of sight-reading skills.

Students will learn:

- Sight reading skills
- Healthy singing, including breath support and quality of tone
- Interpretation of music including: tempo, phrasing, expression, style, and dynamics

- A variety of quality choral literature
- Proper music technique including: note accuracy, rhythmic accuracy, articulation, diction, and posture
- Intonation, including how to blend and balance within an ensemble

Students meet 6 days out of 6. Camerata will perform at the Fall Concert, Winter Concert, Cabaret, and Commencement. They will also compete at OMEA Large Group Competition. Members of this group are eligible to compete in OMEA Solo and Ensemble.

Prerequisite: Recommendation of the instructor

ACADEMY CONCERT BAND (Full Year, 1 Credit) **BAND**

The Academy Concert Band is open to students whose playing ability is equivalent to that of an average 8th grade band student and above. An audition may be requested to determine the student's proficiency. The Concert Band performs in at least three required concerts, which may include OMEA District Contest for Large Group as well as the OMEA Solo and Ensemble Contest. Concepts covered include intonation, tone development and articulation, rhythmic literacy, and ensemble techniques (i.e. blend and balance).

- Pep Band- performs popular music at home football games and a few select weekend basketball games as well as pep rallies.
- Concert Band- performs at fall, winter, and spring concerts levels of music comparable to OMEA Class C and B band music as well as various film and contemporary band music. Also performs at commencement in June.
- Solo & Ensemble- students are encouraged to participate in this event, though it is not mandatory and does not affect a student's grade.

ACADEMY JAZZ ENSEMBLE (Full Year, 1/2 Credit) **JAZZ**

The Jazz Ensemble offers students an opportunity to explore the Jazz experience in both performance and musicianship. More advanced instrumental experience is strongly recommended for this course; **an audition required for all instrumentalists**. Students perform in a number of settings, including the spring's All That Jazz dinner concert, a Fall concert, and various festivals around Columbus. Although this course is open to freshmen and advanced middle school musicians, a full year of Concert Band is highly recommended. Jazz Ensemble is considered an advanced course and requires a moderate amount of home practice. This class meets during zero period (7:15-8:00am) Mondays, Tuesdays, and Thursdays with occasional Friday rehearsals.

- Styles covered include swing, latin, rock, samba, ballad, be-bop, and blues
- Artists covered include Duke Ellington, Dizzy Gillespi, Herbie Hancock, Glenn Miller, Benny Goodman, and Miles Davis
- Improvisation is a major component of this course and will be taught through the Blues as well as 16-bar forms
- Solo & Ensemble- students are encouraged to participate in this event, though it is not mandatory and does not affect a student's grade.

ACADEMY STRING ORCHESTRA (Full Year; 1/2 Credit) **ORCHESTR**

Also known as Contemporary Ensemble, Academy String Orchestra is open to students in Grades 9-12. This class focuses on repertoire for contemporary high school orchestras including music from pop, rock, light classical and jazz venues. Performances include at least three major concerts, OMEA solo and ensemble competition, and community concerts. Touring trips are planned every three years.

ADVANCED STRINGS ORCHESTRA (Full Year; 1/2 Credit) **AORCHEST**

Advanced Strings Orchestra, also known as Chamber Ensemble, is open to students in Grades 9-12. This class focuses on original uncut chamber music from classical and contemporary periods. Performances include at least three major concerts, OMEA solo and ensemble competition, and community concerts. This class receives weighted grades. Touring trips are planned every three years. **Students are accepted by audition or recommendation.**

MUSIC THEORY (Full Year, 1/2 Credit) **MUT**

The first year of Music Theory introduces the fundamentals of music including, but not limited to, notes, rhythm, intervals, chords, and voice leading. At the end of the course, students will be able to analyze music written in four-part harmony (Bach-style) as well as compose their own four-part harmonic pieces. Units covered include:

- Note literacy
- Rhythmic literacy
- Intervals
- Chord structures
- Figured Bass, Roman Numeral Analysis
- Voice leading
- Composing melodies
- Chord progressions

HONORS MUSIC THEORY (Full Year, 1/2 Credit) **HMUT**

The second year of Music theory continues to build upon the fundamentals of music. Areas of study focus heavily on aural skills rather than the analytic, written work of Music Theory 1. Students may be asked to take an entrance exam to be admitted to Honors Music Theory. At the end of this course, students will take the AP Music Theory Exam. **Prerequisite: Music Theory and Teacher Recommendation**

Units covered include:

- Sight-singing using Solfege
- Melodic Dictation
- Harmonic Dictation
- Secondary Dominants
- Non-Chord Tones
- Basic Form and Analysis
- Error Detection (aural)
- Modal concepts
- Forms (Sonata, AABA, etc)
- Performance concepts (tempos, techniques, etc)

PORTFOLIO TECHNICAL THEATER (Full Year, 1 Credit) **PORTTECH**

This class is for students who are looking for a deeper understanding of “the other side of the stage”, characterization, and direction. This is an Independent Study course that will allow students who are interested in theater to further their studies within a specific field. Each student will take on the responsibility of designer for each Columbus Academy production. The specific field or interest will be decided by the student and instructor. The final project will be a ten-minute DVD showcasing each individual’s work within his or her field of interest which can also be used for college entrance applications.

Prerequisite: Recommendation of the instructor

Students will explore:

- Lighting Design
- Set Design
- Sound Design
- Costume Design
- Makeup Design
- Master Carpentry
- Stage Managing

ART HISTORY (Full Year Elective, 1/2 Credit) **ARTHIS**

This course is a survey covering two and three-dimensional art forms and architecture from prehistory to the present. The vision and record of artists and designers are emphasized. At its conclusion, students should have a greater appreciation for creative personal expression and be prepared to look at art insightfully. *Art Across Time* (Adams) is the primary text, and slides and supportive studio exercises compliment classes. Independent study offers the opportunity for students to consider taking the Advanced Placement Examination.

PHYSICAL EDUCATION DEPARTMENT **(6 Units Required – Physical Education)**

PHYSICAL EDUCATION UNITS: For students entering the Upper School as a Freshman, a total of six Columbus Academy Physical Education units is required. For students entering as a Sophomore, a total of four Columbus Academy PE units is required. For students entering as a Junior, a total of two Columbus Academy PE units is required. Columbus Academy PE units may be obtained by completing a season on one of our athletic teams (2 units) or by submitting a Physical Education Alternative Form for participation on an athletic team for a sport/activity that is not offered at Columbus Academy (2 units). A student may earn no more than 2 units per year.

ADDITIONAL COURSES **(1/4 Credit Required - Ethics and Community)** **and** **(1/4 Credit Required – Health)**

ETHICS AND COMMUNITY (Full Year, 1/4 Credit) **ETHICS**

The purpose of the Ethics and Community course is to introduce students to the thoughtful study of values, ethics, and character. The lives and loyalties of older students are more complicated than those of young children. Without new tools to confront their new reality, students at this age can grow confused, frustrated, and even skeptical about what it means to “do the right thing.” In this course, they will learn about the role of shared values in binding communities, and why conflict in community exists even when values are shared. They’ll explore the limits of value-claims made by particular communities (i.e., It’s wrong to do that here and now.) versus value-claims made universally (i.e., It’s wrong to do that anywhere and at anytime). Students will also learn that truly tough ethical decisions often pit two “rights” against each other. (i.e., Do I tell the truth or stay loyal to my friend?). They will be introduced to schools of thought that will help them untangle these true dilemmas, which are an inescapable part of their emerging adulthood. Finally, these new ideas will be placed into the larger context of character. Being able to reason through complex ethical situations is important, but a full picture of character also includes feeling and action. Based on this description of character, students will explore the meaning of “integrity” and be encouraged to grow in the direction of integrated thought, feeling, and action.

HEALTH (Full Year, 1/4 Credit) **HEALTH**

The Health curriculum is based on the concept of providing the knowledge and skills necessary for students to make responsible, well-informed choices that promote a healthy lifestyle. The students are encouraged to take personal responsibility and to utilize critical thinking skills when looking at current health topics and how they impact their daily lives. Topics include personal and mental health, drug and alcohol prevention, stress management, eating disorders, human growth and development, relationships, sexually transmitted diseases, cancer awareness and early detection, and CPR certification. Students will participate in a variety of teaching and learning methods such as class discussions, role-playing, videos, projects, tests, and demonstrations.

EXTRA-CURRICULAR OFFERINGS IN THE UPPER SCHOOL

Each year the Upper School offers extra-curricular options. Students who have genuine interest are encouraged to get involved in one or more activities. In addition to the list below, new clubs are welcomed which are all-inclusive and must have a faculty sponsor. We encourage student initiative in the forming and developing of activities.

UPPER SCHOOL ACTIVITIES AND CLUBS	
<ul style="list-style-type: none"> ○ <i>Academy Life</i> (School Newspaper) ○ Academy Rubix Cubing Club ○ Art Society ○ Asian Affinity Club ○ Black Organization of Students (BOS) ○ Bowling Club ○ Card Club ○ China Club ○ Creative Writing Club (CWAC) ○ Debate Club ○ Debate Team ○ Desi Club (South Asian Affinity Group) ○ Disney Club ○ Economics Club ○ Euchre Society ○ Future Leaders in Health ○ GROW (Gender Equity Issues) ○ Gay/Straight Alliance (GSA) ○ Harry Potter Club ○ Home Economics ○ In-The-Know ○ Investment Club ○ Jewish Club ○ Journey 511 (Christian Alliance) 	<ul style="list-style-type: none"> ○ Knitting Club ○ Latin Club ○ LGBTQ Affinity Group ○ Math Club ○ MECCA (Muslim Affinity Group) ○ Meditation Club ○ Music Club ○ Pokemon Club ○ Political Club ○ <i>Quest</i> (Art and Literary Magazine) ○ Robotics Club ○ Service Board ○ Science Society ○ Science Olympiad ○ Social Justice and Sustainability Committee (SJSC) ○ Student Council ○ Theater (Fall Drama/Spring Musical) ○ <i>The Caravel</i> (Yearbook) ○ The Water Cooler (Reality TV Discussion Group) ○ Ultimate Frisbee Club (UFC) ○ Victorian International Political Simulation Club (VIPS) ○ World Soccer Club

UPPER SCHOOL INTERSCHOLASTIC ATHLETICS		
Fall	Winter	Spring
<ul style="list-style-type: none"> ○ Cross Country (boys/girls) ○ Field Hockey (girls) ○ Football (boys) ○ Golf (boys/girls) ○ Soccer (boys/girls) ○ Tennis (girls) ○ Volleyball (girls) 	<ul style="list-style-type: none"> ○ Basketball (boys/girls) ○ Bowling (boys/girls) ○ Swimming (boys/girls) ○ Wrestling (boys) ○ Ice Hockey (boys/girls/JV only) 	<ul style="list-style-type: none"> ○ Baseball (boys) ○ Lacrosse (boys/girls) ○ Tennis (boys) ○ Track (boys/girls)

Grade Weighting System

A sliding scale of grade weighting is used to determine grade point average (GPA). Standard weighting on a four-point scale will be applied to normal college preparatory courses. An additional ten percent weight will be added to grades in “Advanced” courses, and an additional fifteen percent weight to grades in “Honors” courses. See the chart on the next page for listings of course weights.

Advanced courses indicate accelerated versions of our college-preparatory courses. **Honors** courses indicate those designed predominantly to prepare students for a college level, external examination. Courses that cover two years’ worth of material in one year are also included. Prerequisite criteria must be met for entry to Advanced and Honors courses.

Weighted (wGPA) grade point averages are reported on the transcript and on documents sent to colleges and scholarship agencies. The Columbus Academy does **not** calculate class rank.

Grading and Weighting Scale

Description	Grade	Scale %	Normal Unweighted	Advanced Weight +10%	Honors Weight +15%
Outstanding	A+	97-100	4.33	4.66	4.83
Superior	A	93-96	4.00	4.33	4.50
Superior	A-	90-92	3.66	3.99	4.16
Well Qualified	B+	87-89	3.33	3.66	3.83
Well Qualified	B	83-86	3.00	3.30	3.45
Well Qualified	B-	80-82	2.66	2.93	3.06
Qualified	C+	77-79	2.33	2.56	2.68
Qualified	C	73-76	2.00	2.20	2.30
Qualified	C-	70-72	1.66	1.83	1.91
Poor	D+	67-69	1.33	1.46	1.53
Poor	D	63-66	1.00	1.10	1.15
Poor	D-	60-62	0.66	0.73	0.76
Failing	F	Below 60	0.00	0.00	0.00
Passing	P		0.00	0.00	0.00
Outstanding	O		0.00	0.00	0.00
Incomplete	I		0.00	0.00	0.00
Withdrew	W		0.00	0.00	0.00

Note: Weighting shall not exceed a maximum of .33 additional weight in the 10% column or .50 additional weight in the 15% column.

Weighting Table for Designated Courses

Department	NORMAL COURSES	ADVANCED COURSES	HONORS COURSES
	Unweighted	Weight + 10%	Weight + 15%
English	English 9 English 10 English 11/12 - S1 English 11/12 - S2 Beginning Journalism Debate Public Speaking	Advanced English 10	Honors English 11/12 - S1 Honors English 11/12 - S2
History	World History 1 World History 2 United States History CSBGL Research Methods International Studies-S1 Modern Middle East-S2 Psychology	Advanced Economics Adv Philosophical Eth & Just-S1 Adv Moral Psychology-S2	Honors World History 2 Honors United States History Honors Comp Government-S1 Honors Modern European History Honors U.S. Government-S2
Mathematics	Algebra 1 Geometry Algebra 2 Pre-Calculus Calculus Applied Mathematics	Advanced Geometry Advanced Algebra 2 Advanced Pre-Calculus Advanced Calculus 1	Honors Algebra 2 & Pre-Calculus Honors Calculus 1 Honors Calculus 2 Honors Calculus 1 & 2 Hon Calc-Based Probability & Stats Multivariable Calculus
	Introduction to Computer Science		Honors Computer Science 1 Honors Computer Science 2 Honors Computer Science 3
Science	Chemistry Physics Biology 2 Physics 2: Robotics-S1 Physics 2: Astronomy-S2 Physics2: Electronics -S2	Advanced Biology Advanced Chemistry Advanced Physics	Honors Biology Honors Chemistry Honors Physics 1 Honors Physics 1 & 2 Honors Physics 2
World Languages	Chinese 1 Chinese 2 Chinese 3 Chinese 4 Latin 1 Latin 2 Latin 3 Latin 4 Spanish 1 Spanish 2 Spanish 3 Spanish 4	Chinese 5 Advanced Spanish 3 Spanish 5	Honors Chinese 4 Honors Chinese 5 Honors Latin 4 Honors Latin 5 Honors Spanish 4 Honors Spanish 5

Advanced and Honors Courses at Columbus Academy

General Guidelines: Honors courses are college level courses that frequently adhere to a national standardized curriculum. These courses give prepared and qualified students an opportunity to pursue their passion for a particular subject by taking a demanding, in-depth course that will provide both accelerated learning and an opportunity to take the national Advanced Placement Exams in May. Students who take an AP also have the opportunity to earn college credits for their high school work if they score a three or higher (out of five) on an exam; however, they should keep in mind the following: 1) some colleges accept only 4 or 5 scores for credit; 2) some use the exam only for placement; 3) some will still have students repeat the course in college even if they pass the exam; 4) poor grades in Honors classes will not enhance their college application and indeed can be used to "weed out" applicants.

What kinds of questions should students ask before committing to Advanced and Honors courses?

- Do I really enjoy this subject enough to consider devoting so much time and energy to this class?
- Will taking this Advanced or Honors class or these classes allow me time to pursue other aspects of my participation at Academy, such as drama, athletics, service and my other academic responsibilities?
- Do the colleges to which I am considering applying give credit for this Honors course if I pass the corresponding AP exam?
- What AP test score is required by a college to receive credit? (Colleges vary.)
- Do colleges place students in courses based on AP results, or will I also be required to take a placement exam?

Important Information for students participating in the Advanced and Honors program:

- Each Advanced and Honors course has a set of prerequisites that must be met in order to enroll in that course.
- Students are encouraged to take the AP Exams in May, although each department has its own specific expectations about taking them. The fee varies each year and, when applicable, can be applied to the student's account. The scheduled dates and times for the exams are announced early in the school year and are published in the school calendar.

Admission into Advanced and Honors Classes

All students must inform their current instructor(s) about their intention to appeal course recommendation(s) by the specified date in May. **Placement assessments will take place on the final exam make-up day and the following Wednesday. Placement decisions will be made by the Friday after Commencement.**

English

- To go from an Advanced or Honors class to the next level Honors class requires a B or better and the recommendation of the instructor.
- To go from a non-weighted class to the next level Advanced or Honors class requires an A- and the recommendation of the instructor.

Students who were not recommended for an Advanced or Honors Class and who wish to appeal their placement may do so by meeting with their current instructor and submitting their course request form by **the first week of May**. Students may appeal the decision by submitting a portfolio of three graded writing assignments from the current school year and a written reflection piece on the work within the portfolio. The portfolio will be due mid-May. Students electing to go through the appeals process must also take a timed writing assessment.

History

- To go from an Advanced or Honors class to the next level Honors class requires a B or better and/or recommendation of the instructor.
- To go from a non-weighted class to the next level Advanced or Honors class requires an A- or better and recommendation of the instructor.

Students who were not recommended for an Advanced or Honors Class and who wish to appeal their placement may do so by meeting with their current instructor and submitting their course request form by **the first week of May**. Petitioning students may be asked to meet with their current teacher and the History Department Chair and will be required to take a timed writing.

Math

Placement into non-weighted and weighted mathematics courses begins with the Math Placement Exam Process in the 8th and/or 9th grade year. Placement decisions are based on a combination of previous course grades and classroom work, teacher recommendations, student interest, parent recommendations, and standardized test results. Continuation in Advanced or Honors courses is based upon these criteria as well as overall student schedule balance.

Students who were not recommended for an Advanced or Honors Class and who wish to appeal their placement may do so by meeting with their current instructor and submitting their course request form by **the first week of May**. At that time, all petitions for appeal will be reviewed by the Upper

School Mathematics Placement Committee. A placement test may be required to inform the placement decision.

Science

- To go from an Advanced or Honors class to the next level Advanced or Honors class requires a B+ or better and/or recommendation of the instructor.
- To go from a non-weighted class to the next level Advanced or Honors class requires an A or better and/or recommendation of the instructor.
- All students entering Honors Physics should have finished Honors Algebra 2 with Honors Pre-Calculus or Honors Calculus 1, or should be taking either concurrently with Honors Physics.

Students who were not recommended for an Advanced or Honors Class and who wish to appeal their placement may do so by meeting with their current instructor and submitting their course request form by **the first week of May**. A student petitioning to enter Advanced Chemistry or Honors Physics may be asked to demonstrate math proficiency. Students petitioning to enter Honors Biology must meet with Honors Biology instructor and Department Chair. Petitions must be submitted to the Department Chair by **the Wednesday before Commencement**.

World Languages

- To go from Spanish 2 to Advanced Spanish 3 requires an A- or better, consideration of final exam, and /or recommendation of the instructor.
- For Spanish, to go from an Advanced or Honors class to an Honors class requires an A- or better, consideration of final exam, and/or recommendation of instructor.
- For Chinese, to go from an Honors class to an Honors class requires an A- or better, consideration of final exam, and/or recommendation of instructor.

Students who were not recommended for an Advanced or Honors Class and who wish to appeal their placement may do so by meeting with their current instructor and submitting their course request form by **the first week of May**.

Because of the difference in pace and depth between non-weighted classes and Advanced/Honors classes, with rare exceptions, students in non-weighted classes will not be placed in Advanced or Honors classes. These students may be placed in Advanced or Honors classes at the discretion of the instructor and the Department Chair.

Community Service

The Upper School service program is directed primarily through a student organization known as the Service Board. Modeled on Student Council but with community service as its charge, the Service Board is led by two students who are elected annually and at the same election as the Student Body President/VP. Membership to the Service Board is open to all Upper School students; however, members are bound by annual contract. In the last few years, due to the number of interested students, a middle management tier and internal advisory board known as the Shapers has been created. Shapers (about 8 per grade) are drawn from the Service Board membership and must petition for positions. In addition to these activities, the Service Board manages the Upper School community service graduation requirement. For an explanation of the Service Board's policies and procedures regarding the US Service requirement, please see the Service Board website:
<https://sites.google.com/columbusacademy.org/serviceboard>

Curricularly generated community service opportunities are developing. The most recent and successful was through the Fine Arts/ceramics program. In December 2016, the Empty Bowls/Soup 4 Shelter event was held at Otterbein University in conjunction with the Westerville Habitat Partnership's (WHP) annual Progressive Christmas Concert. Funds from this event were used to seed a Habitat for Humanity Walls Build in June 2017 and August 2018. Columbus Academy has been a member of the WHP since 1997.

While many service related activities also fall under the auspices of the Service Board, clubs, student organizations, and the other two divisions enjoy the opportunity to pursue programs that fit with their practices or are age-appropriate. Club generated activities need to abide by Columbus Academy's fundraising and service policies. Questions concerning acceptable activities should be directed to the Service Department and its chair.

As part of its mission to develop responsible citizens who are "eager to engage in a pluralistic and ever-changing world," Columbus Academy requires its students to engage in community service work. Through school programs and a fifty (50) hour graduation requirement students will be encouraged to develop the habit of sustained community service.

In order to receive a Columbus Academy diploma, upper school students are expected to attend one (1) Service Day per year and to complete fifty hours of community service: five (5) hours in support of CA programs or at CA and forty-five (45) hours off CA's campus with one agency, group, or at one site.

Students have the freedom and flexibility to select their own agencies in order to pursue individual interests so long as their work meets with the approval of the Service Board, an Upper School student organization tasked with directing and managing the graduation requirement. Prior to starting the requirement, service work must be approved by the Service Board. For information regarding the Service Board's practices, policies, paperwork, and guidelines, please see the Service Board website.

Students have about 4 years* to complete the requirement. They may begin fulfilling the requirement once they have completed the eighth grade and must be finished with the off-campus portion of the requirement by the second Wednesday after spring break of the SENIOR YEAR. The five CA hours must be completed prior to a senior's departure for the senior project in May.

Students who miss an annual Upper School Service Day will have five (5) hours added to their graduation requirement. The only acceptable excuses for absence are religious observation and death of an immediate family member.

Failure to complete the 45 hour off-campus portion of the requirement *by the second Wednesday after spring break of the senior year* will result in a senior's forfeiture of senior project choice and any hours accrued to date. Fifty hours will be added to the senior project hours (~60 hours), and the student will complete ~110 hours of community service during the senior project period in May of the senior year.